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Service Paper

EXERCISES FOR IMPROVEMENT OF COMPREHENSION IN READING ON THE SECONDARY LEVEL

Submitted by

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A.B. in English

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Second Reader.

Professor of Education

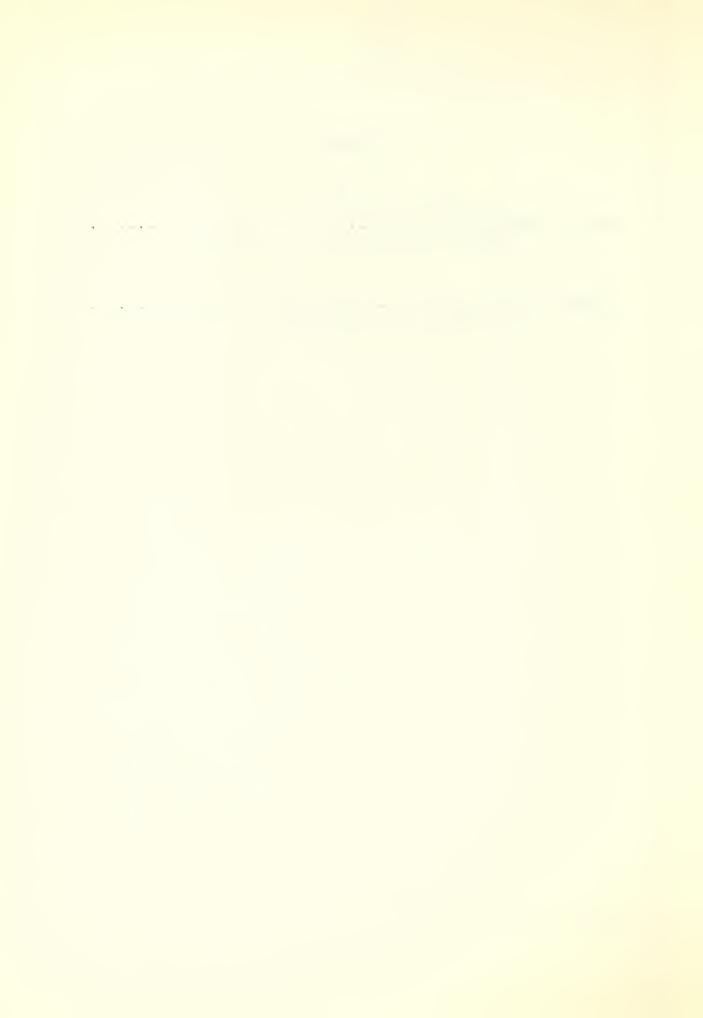


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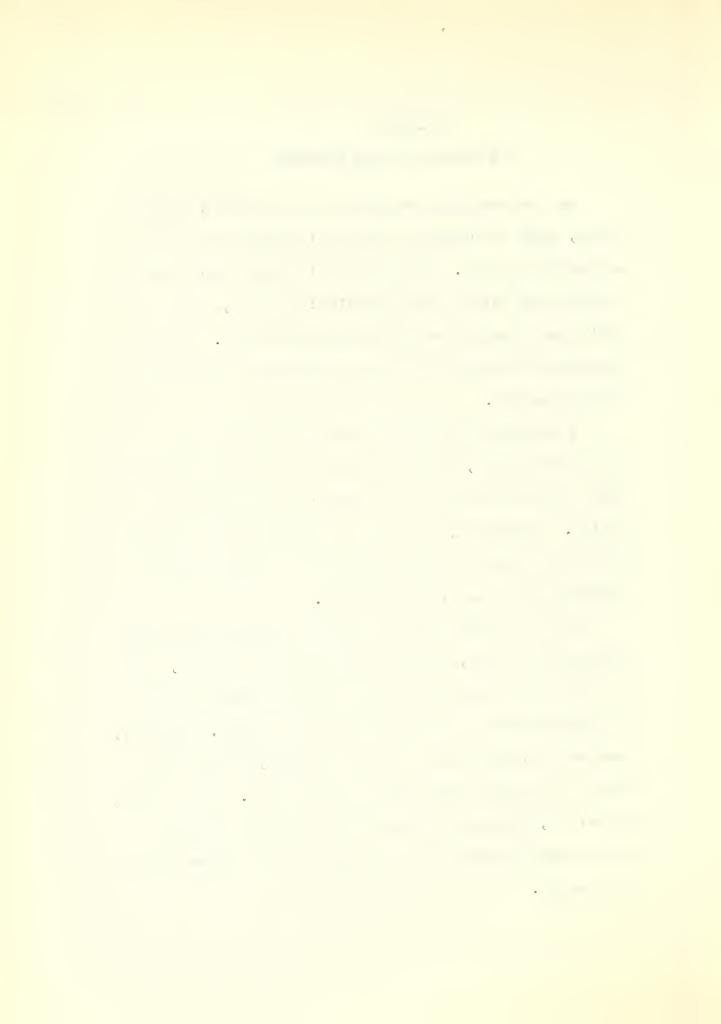
CHAPTER I

THE NATURE OF THE PROBLEM

As the research reported in the present study shows, work in remedial reading is needed in the secondary schools. Many pupils in high school are reading far below their capacity; in fact, some pupils are reading on the elementary level. This situation provides a serious problem for the high school teacher.

A pupil must be able to read not only to do high school work, but also to meet the life situations which demand a certain proficiency in the reading skills. Therefore, training in these reading skills should have beneficial results for the pupil in his present and future reading needs.

Even the best exercise books in reading for the secondary schools, in the opinion of the writer, fail to give a sufficient number of varied exercises for the improvement of the basic reading skills. Moreover, teachers burdened with a heavy program, have little time to make more exercises of their own. They would, therefore, welcome a series of practical exercises which could be used for the improvement of basic skills in reading.



As Chapter II of this work will show,
William Gray, Albert Harris, Pearle Knight,
Arthur Traxler and others indicate that comprehension
is one of the most important basic reading skills.
Further investigations indicate that the ability to
recognize and express the main and subordinate ideas in
a selection is an important factor in the understanding of material read. Proficiency in this ability
can be attained only through intensive drill and
practice.

Statement of the problem. The purpose of this study is to develop a set of exercises for use in a reading class on the secondary level, designed to give practice in recognizing and restating the main and subordinate ideas of a selection.



CHAPTER II

REMEDIAL READING AS RELATED TO EDUCATION AND LIFE

Importance of reading to life. Reading forms an integral part of our life. It makes progress possible. Everyone who can read is at least potentially in touch with resources of human endeavor in all parts of the civilized world. If a physician is in doubt as to the treatment of a rare disease he will consult medical journals where he will find records of similar cases described by specialists known the world over which will enable him to act with prudence and some degree of accuracy. If one is concerned about behaviorism and moral philosophy, he does not merely depend upon the advice of his clergyman, but he reads into the wisdom of the ages as reflected in the writings of Confucius, Plato, Christ, Acquinas, Spinoza and many others down through the ages who have concerned themselves with ethical problems. To be able to read is to share in and profit by the greatest of human achievements. Gray. in a survey of five hundred adults, found that intelligent reading was a most significant means of familiarizing

William S. Gray, "The Importance of Intelligent Silent Reading," Educational School Journal, 24: pp. 240-241, October, 1935.



adults with current events, with significant social issues, with community and national problems, and with American institutions, ideals and aspirations. No one can deny that it is necessary that people become familiar with world affairs if our democracy is to be preserved.

Diederick says, "Reading can help us in building an integrated view of life, a philosophy resting upon a scientific-humanistic world picture, a discipline of thinking, and a system of values." Waples, Berekon, and Bradshaw give five important effects of reading:

- 1. The instrumental effect that is gained through reading that aids in solving problems.
- 2. The prestige effect that is secured through reading that increases one's self-respect.
- 3. The reinforcement effect that results in the strengthening or conversion of attitudes toward controversial issues.
- 4. The aesthetic effect that is gained by the reading of literary masterpieces.
- 5. Respite effect that results in relief from tension in real life.

Paul B. Diederick, "Broader Ends to be Attained through Reading," Co-operative Effort in Schools to Improve Reading, University of Chicago Conference, Supplementary Educational Monographs LVI, Chicago: University of Chicago Press, 1942, p. 38.

W. Waples, B. Berekon, and F. R. Bradshaw, "What Reading Does to People." Co-operative Effort in Schools to Improve Reading, University of Chicago Conference, Supplementary Educational Monographs LVI, Chicago: University of Chicago Press, 1942, p. 13.

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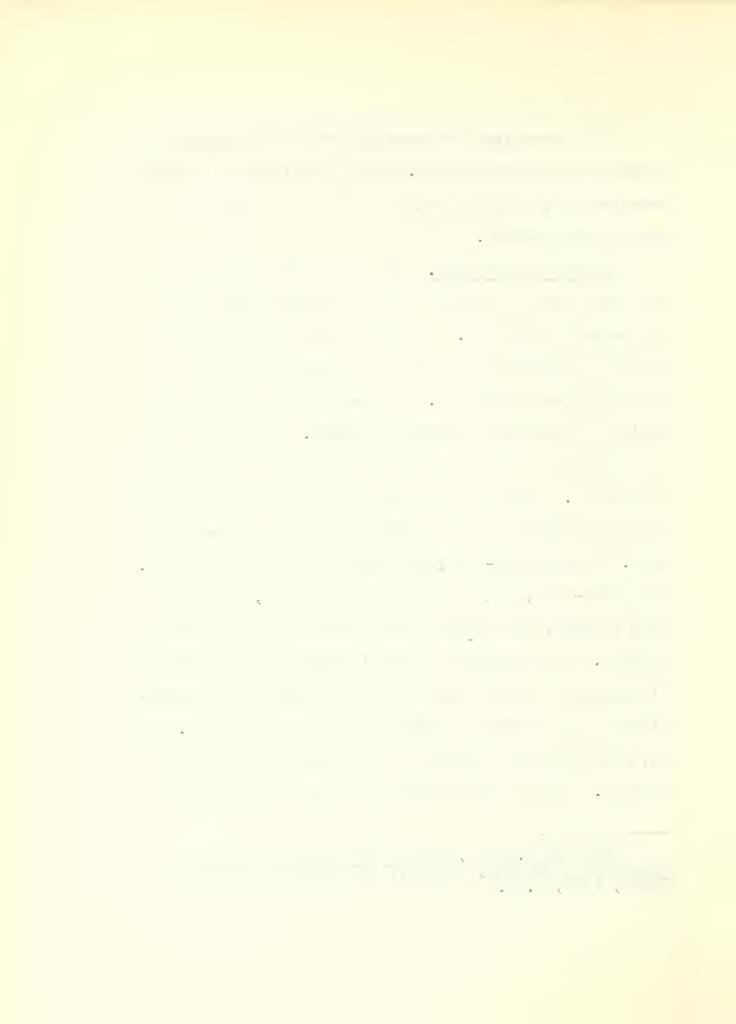
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It is necessary for everyone who is physically capable to be able to read. Every school system should consider it a duty to help each pupil to read to the best of his ability.

Interest in reading. The interpretation of words is a task for the pupil as he is initiated into the processes of learning. If he approaches them with no habits of evaluation he cannot do otherwise than run into error and confusion. He must acquire a learning facility in the manipulation of words. Since 1884 much has been done to help pupils increase their efficiency in reading. Gray comments on the increase in the number of studies made in the teaching of reading since that time. Between 1884-1885, one study of reading was made. From 1921-1924, 201 studies were completed, and from 1884 to 1924, 435 studies were made in this important subject. The results of investigations before 1911 were distinctions between oral and silent reading and recognition of individual differences in reading habits. That is, there was an interest in the scientific study of reading. These studies centered around methods of

William S. Gray, Summary of Investigations
Relating to Reading, Chicago: University of Chicago
Press, 1925, p. 5.



learning, the need for phonetics, and the amount and quality of reading. There was also an interest in the organization, standardization, and application of reading tests. Attempts were made to create tests which were valid, reliable, and usable.

From 1915 to 1924, much emphasis was put on reading, Gray reports that 69 worth-while studies were published in 1923. This figure was almost equal to the number of studies reported between 1880 and 1915. Many problems were discussed which had not been considered before. These prompted investigations in the laboratories as well as in the classrooms.

Research has been abundant since 1925. Educational² magazines contain many articles on the problems of teaching reading not only in the elementary, but also in the secondary schools and studies indicate a large percentage of reading difficulties on both levels.

Satisfactory methods for correction and elimination of

William S. Gray, Op. cit. p. 6.

²Helen J. Rogers, "Problems, Procedures, and Materials in the Reading Program of the Los Angeles Secondary School," <u>Sixth Annual Reading Conference</u>, Claremont, California: Claremont College Library, 1941, pp. 163-170.

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errors and subsequent improvement in skills and techniques have been developed. Outstanding factors which contribute to the difficulty of reading materials have been determined. According to Knight and Traxler, "Reading is not the simple matter it is often thought to be."

Many skills and different types of reading must be mastered if a pupil is to become a successful reader.

Need for remedial reading. Reading is the fulfilment of our lives. The citizen in modern society has thousands of words literally flung at him every day. He is continually being talked at by his teachers, his clergy, salesmen, talking pictures, the press, the radio, highway advertising, periodicals, books, and a hundred and one other media of language. He lives in a world deluged by words. Gray states that the amount of reading is increasing rapidly. Consequently, schools should make every effort to familiarize pupils with different types

Pearle E. Knight, Arthur Traxler, Read and Comprehend, Boston: Little Brown and Company, 1937, p.2.

William S. Gray, Op. cit. p. 13.

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of reading material and should train them intelligently to use their reading time to best advantage. He further states, "Illiteracy is widespread and is decreasing at a surprisingly slow rate. Each community should launch, at once, a campaign to eliminate illiteracy from its midst."

Eroom says, "Reading constitutes about 80 per cent of the study of the elementary school pupils and about 75 per cent of the study of high school pupils." In 1902, the United States Bureau of Education reported that 10 per cent of those who entered the first grade survived to enter high school.

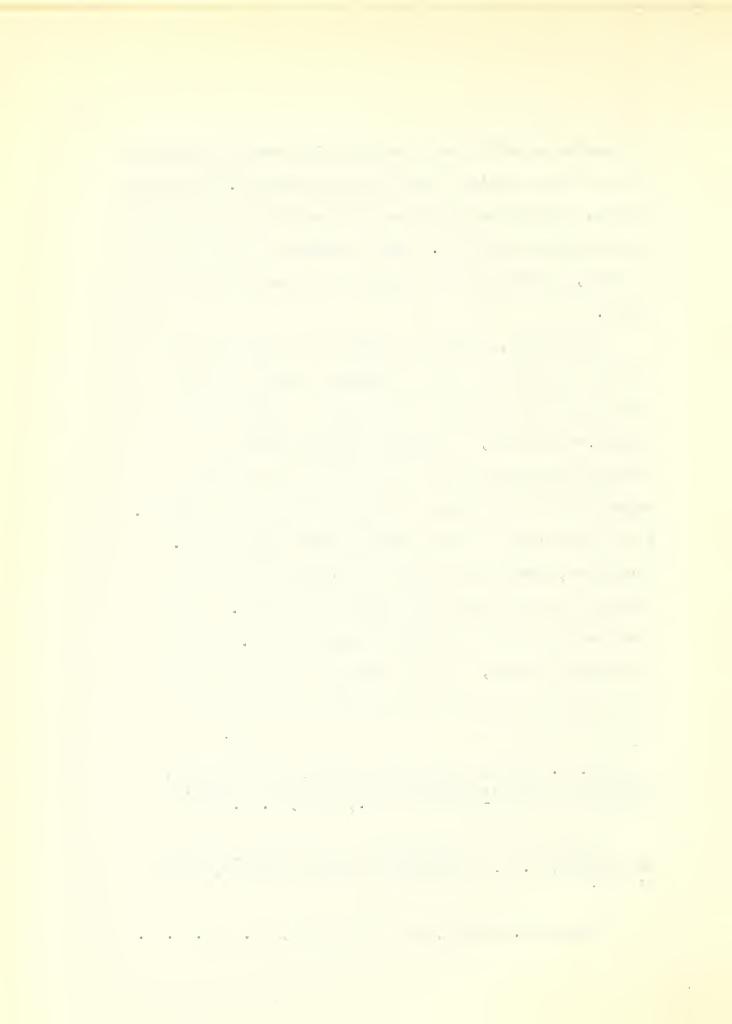
Now 70 per cent of these pupils reach high school.

Therefore, many more reach high school now who are unable to read effectively than did in 1902. It is necessary that we provide for these pupils. Knight 3 and Traxler state, "In the average high school from 10 per cent to 25 per cent of the pupils are too

M. E. Broom, Mary Alice Duncan, Dorothy Emig, Josephine Stuebee, Effective Reading Instruction, New York: McGraw-Hill Book Co., 1942, p. 3.

Report of the Commission of Education, 1902, Washington, D. C.; Government Printing Office, 1903, 1; 656.

Pearle E. Knight, Arthur Traxler, Op. cit. p. 2.



seriously handicapped in reading to do efficient work.

Monroe says that 12 to 15 per cent of the school population are sufficiently retarded in reading to need remedial work.

The responsibility for teaching reading was

formerly that of the elementary school. If a child

could not learn to read, he was allowed to leave

school. Now, provision must be made for these children

since schools recognize that education is necessary for

them, too. To help these children adequately; the

schools must have an effective reading program, for

reading is the basis for a large part of learning.

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Monroe states that the relation between reading disability,

personality, and character justifies a reading program.

If a child experiences success in reading, he will be

able to meet the problems of living in the community.

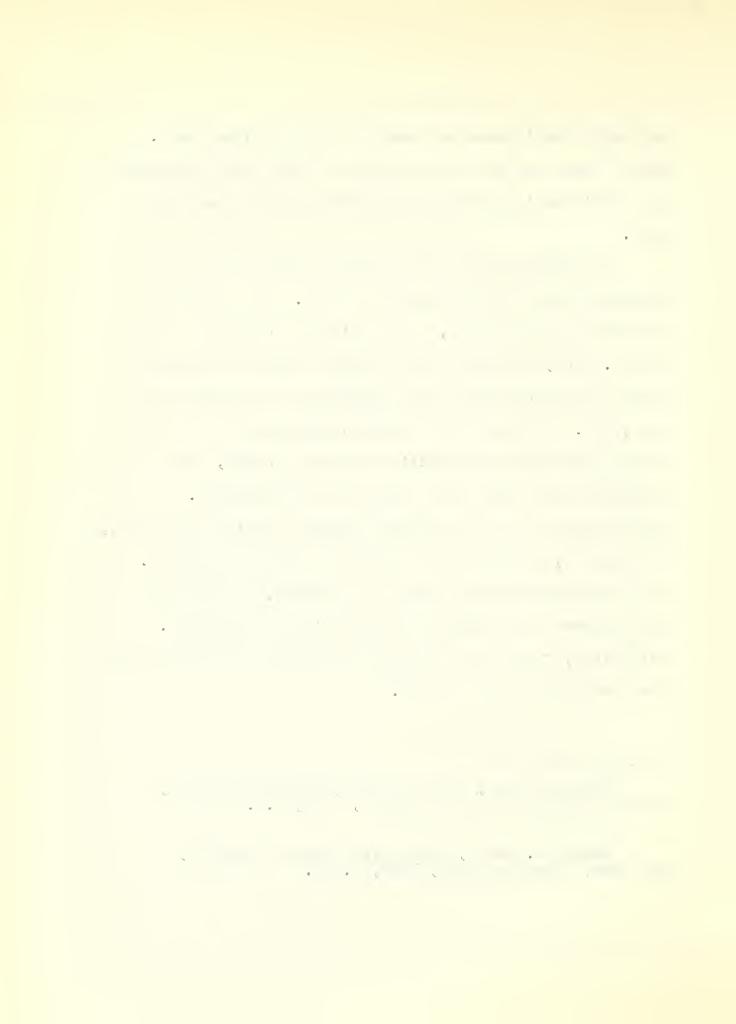
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Dolch says, "Failure in reading is perhaps the worst failure

that school can give a child."

Marion Monroe, Bertie Backus, Remedial Reading, Boston: Houghton Mifflin Company, 1937, p.3.

Edward W. Dolch, Manual for Remedial Reading, New York: Garrard Press, 1946, p. 23.



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A survey in New York indicated that the median grade for 19,063 pupils, one month before completing the eighth grade, was 9.4. The range was from the third-grade level to the college level. Twenty per cent were above the tenth grade and 30 per cent were below the eighth-grade level; 20 per cent of these were below the seventh-grade level. In another New York survey of 6,000 ninth-grade pupils, 7 per cent were reading on the sixth-grade level, 6 per cent on the fifth-grade level, 5 per cent on the fourth-grade level, and 4 per cent on the second-and third-grade level. This means 22 per cent were below the seventh-grade level in reading. In another New York survey of 136 seventh-grade pupils, 28 per cent of the students had reading ability below the fifth grade.

Close states that 35 per cent of the cases
referred to her as a counselor for individual examination were in need of remedial help in reading. Approximately one-half of these were referred for other reasons,

Albert J. Harris, How to Increase Reading Ability, New York: Longmans Green and Company, 1945, p. 3.

Ruth Close, "Remedial Reading from the Standpoint of the Counselor," Claremont College Reading Conference, Ninth Yearbook, Claremont, California, Claremont College Library, 1944, p. 127.

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such as unfavorable behavior in the classroom and spuriously low ratings in group intelligence tests. It cannot be forgotten, therefore, that many behavior problems will disappear, if satisfactory reading programs are put into effect. Instead of causing a disturbance, the pupil will find that he can gain much more recognition by success in his school subjects. Skill in these subjects will improve as his ability in reading is increased.

Crotty found in a comparison of three hundred ninth-grade pupils in the Somerville Junior High, that the pupils who were poorest in reading were the lowest in both English and general scholarship.

She gave the pupils a reading test in the ninth grade and compared the results with their marks in the tenth grade. The graph of general scholarship marks against reading ability was a straight line indicating that scholarship varies directly with reading ability. The graph of English marks against reading ability

Katherine D. Crotty, "Reading Ability as a Factor in Secondary School Success," Unpublished Boston University Thesis, 1944, p. 24.

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was almost a straight line, but the marks, on the whole, were lower than the combined mark.

These data indicate a need for further teaching of reading on the secondary level. The pupils who fail to learn to read in the elementary school should be provided with the means to improve their reading in the secondary grades. No one should think that all the pupils have learned to read in the elementary school where intensive training is given. Gray says, "Records reveal that a large majority show mastery of the mechanics of reading by the elementary or junior high, but a surprisingly large number have serious difficulty in reading with even simple material throughout the secondary school." Experiments show that guidance facilitates progress in reading. Few school systems can rightly claim that they cannot afford remedial work in reading. In proportion to the school budget and the worth of the project, the cost is small.

W. S. Gray, Op. cit. p. 5.

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General suggestions for a remedial reading

class. Remedial reading instruction can be given

in the following three ways in the secondary school:

- 1. Reading can be included in the over-all curriculum. That is, an integrated program is set up whereby instruction is given as a part of the regular course of study. This is good for the average student who needs some help in difficult reading.
- 2. The classroom teacher can provide small group instruction in that type of reading in which the pupils are found to be deficient. In this way the specific needs of every pupil are taken into consideration, and help is given where it is most needed.
- 3. Special clinics can be set up for the pupils with serious reading disabilities. Thus individual attention or work in groups of two or three is provided. The pupil's individual problems are carefully analyzed and special instruction is given.

In all of these classes, it is the teacher's task to adjust the instruction to the disabled reader's reading proficiency level, to his learning rate, to his reading interests, and to his correct and incorrect habits in reading, speed and comprehension. In order to carry out this program, the teacher must find the pupil's difficulty, determine the causes, and then proceed to remove the causes, or at least help the child

M. Broom, Mary Duncan, Dorothy Emig, Josephine Stueber, Op. cit. p. 463.



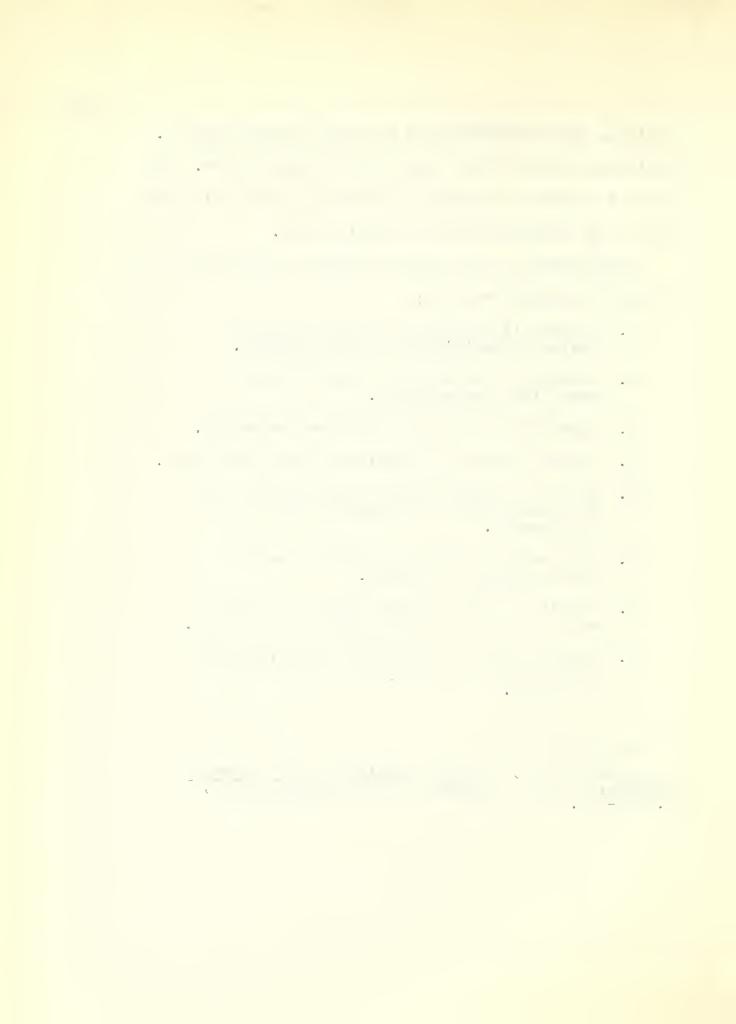
attain as much proficiency as his intelligence permits.

The lessons should begin with what the pupil knows. The material should be carefully selected for the individual case or for the benefit of the whole group.

Kirk gives the following ten general suggestions for a class in remedial reading:

- 1. Success is probably the most important factor of motivation for poor readers.
- 2. Remedial instruction is most effective when given individually.
- 3. Remedial instruction should be systematic.
- 4. Teachers should be flexible in their approach.
- 5. Material should be presented in such a way that the children can realize they are progressing.
- 6. Oral reading should be mastered before silent reading is taught.
- 7. Remedial reading period should be given at a time and place enjoyable to the child.
- 8. Remedial period should not be so long that it instigates fatigue, nor should it be too short.

Samuel Kirk, Teaching Reading to Slow Learning Children, Boston: Houghton Mifflin Company, 1940, pp. 167-168.

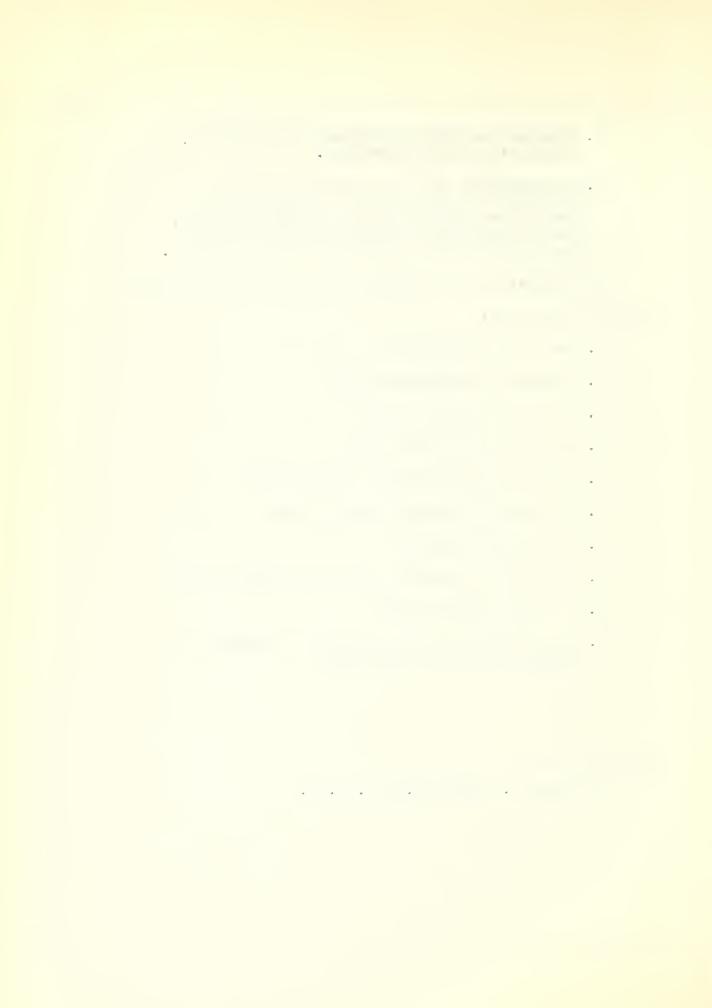


- 9. Teachers should be tolerant, sympathetic, optimistic and encouraging.
- 10. The material used in remedial reading should be interesting to the child and should be simple enough to insure success, yet sufficiently difficult to stimulate the child to put forth the effort to learn.

The objectives in reading compiled by the New York City teachers are:

- 1. Mastery of mechanics
- 2. Ability to locate material
- 3. Ability to select data
- 4. Ability to collect facts
- 5. Ability to understand what is read
- 6. Ability to evaluate and appraise
- 7. Ability to organize
- 8. Ability to remember and apply what is read
- 9. Literary appreciation
- 10. The ability to adapt skills to various types of reading situations

William S. Gray, Op. cit. p.88.



Wheelock found that children could be very weak in one skill, but very competent in other skills. This necessitates the breaking down of the classes into groups for special training in the specific abilities in which they are deficient. This is a difficult task when one considers the numerous complex skills which make up reading, such as those mentioned above. Help can be given most effectively by intensive training in the specific disabilities.

Yokum states, "Any program in reading should provide for individual differences, help in alleviating undesirable conditions, provide for language development, and development of basic skill, find the child's level and improve his general scholastic ability." According 3 to Huelsman, "Remedial reading involves teaching accurate mechanical habits, such as rhythm, return sweeps, recognition of symbols, recognition of large units of print at one time, accurate phrasing, facile use of methods of attacking new words, and elimination of unnecessary time-consuming devices."

E.K. Wheelock, "Survey of Specific Reading Skills in a Single Elementary School," Unpublished Boston University Thesis, 1942, p. 24.

Gerald Yokum, "An Ounce of Prevention in Reading,"

Journal of Educational Research, 37: p. 500.

³Charles B. Huelsman Jr., "A High School Reading Program," English Journal, 33: p. 36, March, 1941.

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Selection of the pupils. The pupils should be selected on the basis of the teacher's judgment, informal tests, and standard tests. Durrell says that those pupils with the greatest difference between their mental age and reading grade should be selected for consideration first.

examination to find if there are any external causes for reading disability, such as poor hearing, defective eyesight, or emotional instability. These defects should be corrected first, for once these physical disabilities have been corrected, the child progresses normally in reading. The pupils who have no physical disabilities should be organized into groups with pupils of similar levels and similar needs. Harris states, "A child's reading ability should be at least six months below his intelligence level before one can be reasonably confident of his improvement." For admission to most remedial classes above the fifth grade, a child with a reading grade of a year below his intelligence should have first consideration.

Donald Durrell, Improvement of Basic Reading Abilities, Yonkers-on-the-Hudson, New York: World Book Company, 1940, p.310.

Albert J. Harris, Op. cit. p. 132.

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To determine fitness for a remedial class in reading, Kirk first suggests giving an intelligence test which does not require reading ability, such as The Stanford Binet Intelligence Test. reading test should be given, varying according to the grade to be tested. Diagnostic tests of arithmetic and other abilities which require no reading should also be given. This material should form a part of the diagnosis of symptoms and causes of reading disability. If no physical or mental hindrances are present, the pupils who are deficient should be given instruction where they are found to be lacking. The other pupils who are deficient in reading because of physical or mental disability should be referred to the proper authorities for correction. Some of the causes for reading difficulties, according to Kirk are:

- 1. Organic difficulties, such as word blindness or strephosymbolia
- 2. Left handedness and left eyedness
- 3. Psychological deficiencies, such as visual and auditory discrimination
- 4. Mental immaturity or low mental age

Samuel Kirk, Op. cit. p. 151.

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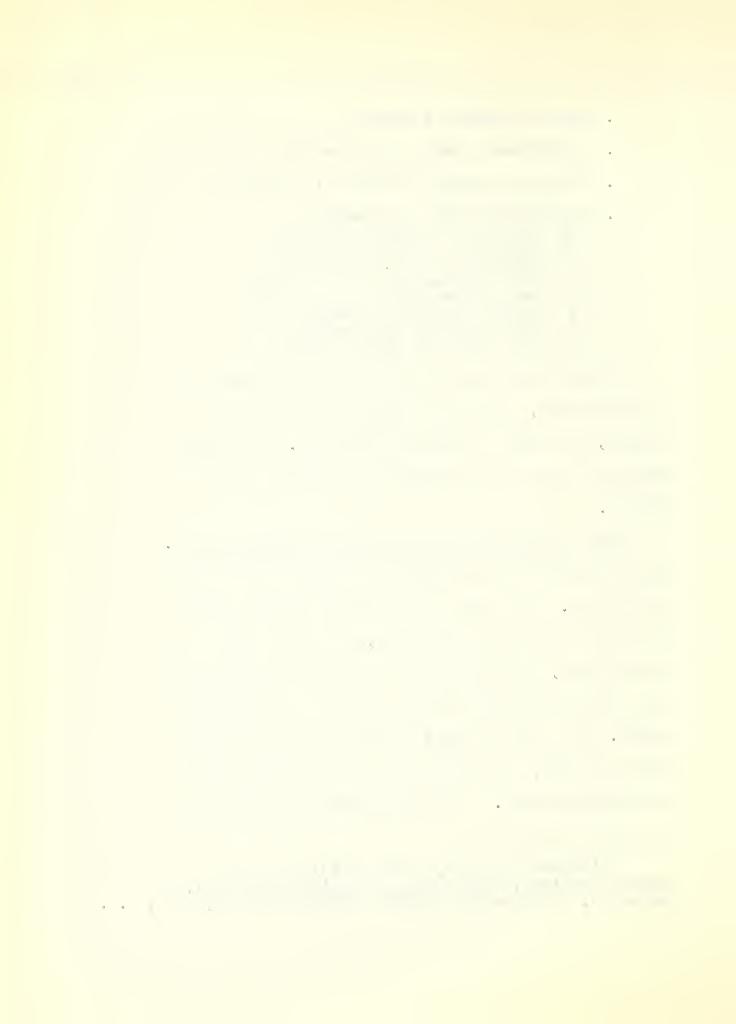
- 5. Lack of reading readiness
- 6. Unfortunate forms of motivation
- 7. Failure to acquire essential techniques
- 8. Ineffective types of teaching
 - A Inability to attack new words
 - B Inability to blend sounds
 - C Inability to use context clues
 - D Slow word reading
 - E Lack of comprehension in reading
 - F Reversal errors in reading
 - G Omitting words and sounds
 - H Lip reading in silent reading

If these difficulties are corrected as much as it is possible, the child is more able to attain success, not only in school but in life. All pupils should be given the opportunity to improve their reading.

Some investigations of remedial reading classes.

Sullivan used thirteen groups in a study of remedial instruction. She chose eight groups from the ninth grade, one group from the tenth, one group from the eleventh, one group from the ninth to the eleventh grades and two groups from the ninth to the twelfth grades. The reading grade placement was from grades three to eight, the median being between the sixth and seventh grades. The intelligence quotient was

Elizabeth Sullivan, "Some Aspects of the Reading Problems," Sixth Annual Reading Conference, Claremont, California: Claremont College Library, 1941, p.6.



85 to 104. The pupils were placed in groups according to their reading achievement and mental development.

Different types of material and instruction were used.

Varying degrees of intensity of motivation, individual guidance, encouragement, and supervision were given.

All procedures were effective, some being more productive of results than others.

- 1. Some classes showed as much as five years' gain at the end of the experimental period.
- 2. Some individuals showed even greater gains than did classes as a whole.
- 3. Unfavorable attitudes changed for the better and discipline cases diminished.
- 4. Definite improvement was shown in personal adjustment and in reading ability in the groups participating in the several experiments.

Pierce reports an experiment with 110 remedial reading cases. Fifty-five received special corrective training, while the remaining received no assistance at all. The groups were matched by age, grade placement, and reading grade. The results showed that the average reading retardation, after the experiment was carried out, was four times as great for the control group as

Zelma W. Pierce, "A Developmental Program of Reading," Sixth Annual Reading Conference, Claremont, California: Claremont College Library, 1941, p. 114.

L. Margarith and T. L. Mariana and M. L. Mariana

it was for those who received corrective training in special classes. This figure is based on the marks received on standardized tests. At the end of the first year, the special group showed as much as 25 per cent less disability in reading than the control group. The second year, the amount of disability decreased as much as 65 per cent over the previous year. In another investigation by Pierce, 150 children gained as much as three years in about forty half-hour lessons in remedial reading. An average gain of over a year was made by all groups during the eight weeks of work.

Monroe and Backus conducted a survey in the
Woodrow Wilson High School in Washington, D. C. All
the pupils who failed in English were given the Haggerty
Reading Test. Eighteen of the fifty-eight, who were
failing in English, scored below the seventh-grade level
in reading. Sixteen of these pupils were selected for
remedial reading instruction and were given Gray's
Oral Reading Paragraphs, Monroe Silent Reading, Iota
Word Test and Iota Word Discrimination Test. A study

Zelma W. Pierce, Op.cit. p. 112.

Dorothy Monroe, Bertie Backus, Op. cit. p. 137.

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was made of the individual records and conferences were held with each pupil. Drills were given in word building, comprehension, speed, phrasing, punctuation, enunciation, vowels and consonants. Forty-seven minutes were devoted to this class, five days a week. The median gain in sixteen weeks of instruction was two years. Nineteen per cent were brought up to the high school level of achievement.

In the Randall Junior High School, Washington,
D. C., the high seventh grade was given the Metropolitan
Reading Test. On the basis of the marks on this test,
on intelligence tests, and also on the basis of the
teacher's judgment, thirty-four children were chosen
for instruction in reading. The classes were conducted
during the regular English period. The pupils were
given Gates' Silent Reading Test, Gray's Oral Reading
Paragraphs, New Stanford Achievement Test in Reading,
Monroe Silent Reading, Iota Word Test and Iota
Discrimination Test. A profile of the errors of each
child was made. A physical examination was given and
individual conferences were held with each child. A
median gain of 0.7 year in mechanics and 1.2 years in

Monroe and Backus, Op. cit. p. 127.

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silent reading was shown. At the end of sixteen weeks, 26 per cent were brought up to mid-seventh grade ability or higher, in silent reading. In the Eliot Junior High of the same city twenty-six students, after fourteen weeks of instruction in reading, made a median gain of 1.2 years. Thirty-four per cent of these students were brought up to their grade level. In another group of thirty-seven pupils the gain after a period of instruction was 0.5 year. Sixteen per cent of these pupils were brought up to their grade level in reading. Seventeen pupils, two to four in a class for fourteen weeks, made a gain of 0.9 year. Of the eighty pupils who were given instruction, only 4 per cent or 5 per cent failed to show progress. These pupils were in the largest group of instruction.

In the Abbot Vocational School for Boys, forty of
the most needy were selected for special instruction.
These were chosen on the basis of the chronological age,
mental age, and intelligence quotient. They were given

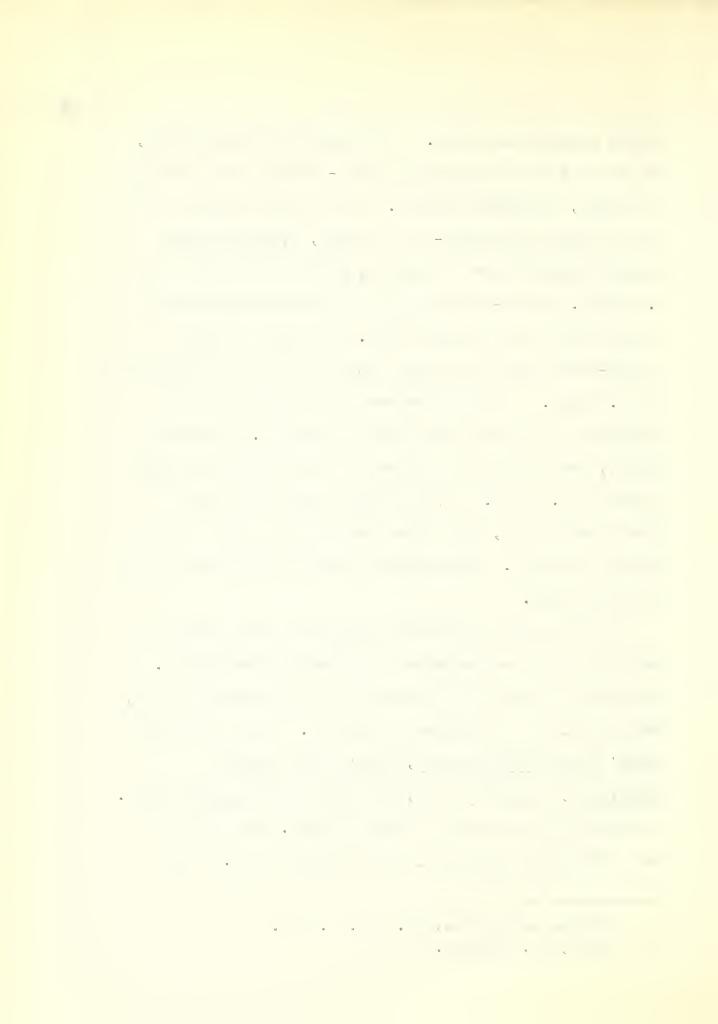
Gates' Silent Reading Test, Gray's Oral Reading

Paragraphs, Iota Word Test, and Word Discrimination Test.

A profile was also made of their errors. Instruction
was given for a half-hour, three times a week. Only

Monroe and Backus, Op. cit. p. 119.

²Ibid, pp. 139-148.



twenty-eight of the original cases were retested, but the average gain was 0.5 year. Eighteen hours were given for the instruction. Although many had an intelligence quotient of eighty-one, only one failed to increase his reading score. There was a decided improvement in the attitude toward reading.

In the Girls' Margaret Murray Washington Vocational School thirty pupils were found with reading ability below the standard of the fifth grade. The same tests were administered to these pupils and a profile was made of their errors. Work was given to them three times a week for a period of eight weeks. The twenty-four retested showed a median gain of 0.8 year. There was a greater interest in reading, and better behavior resulted in the classroom. Although the girls were retarded mentally, many with an intelligence quotient of 80, worth-while improvement was made by all retested.

Marion Monroe carried on a test to determine the amount of improvement resulting from using different methods of instruction, as compared with no instruction at all. Group A, composed of eighty-nine children, was

Monroe and Backus, Op. cit. pp. 148-150.

Marion Monroe, Children Who Cannot Read, Chicago: University of Chicago Press, 1942, p. 146.

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given instruction by thirty-five adults. These adults comprised psychologists, principals, supervisors, graduate students, and experienced teachers. The instruction was varied and intensive. Group B, composed of fifty children, was given instruction by the regular teachers. These teachers were given special help that they might be better able to aid the pupils. Their instruction was not as intensive as group A, and it was more diversified. Group C, composed of fifty pupils, was given no special instruction at all. Group A ranged from four years' gain to 0.8 year's gain in reading, with a mean of 1.39 years. Group B ranged from 2.8 years' gain to no gain, with a mean gain of .79 year. Group C ranged from .8 year's gain to no gain, with a mean gain of 0.14 year.

- l. Cases making accelerated progress in reading: Group A, 93 per cent; Group B, 52 per cent.
- 2. Cases making normal progress in reading: Group A, 5 per cent; Group B, 14 per cent.
- 3. Cases making retarded progress in reading: Group A, 2 per cent; Group B, 34 per cent; Group C, 96 per cent.
- 4. Cases brought up to standard or border line standard in reading index: Group A, 36 per cent; Group B, 14 per cent; Group C, 2 per cent.

The above study indicates that special instruction is necessary for pupils who are deficient in reading.

The pupils who were in the group which had expert reading instructors made the best gains but a gain was

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also made by those pupils who received reading instruction from their regular teachers. This gain was sufficient to justify the undertaking of the project.

stella Center and Gladys F. Persons found that 64 per cent of the students entering the Theodore Roosevelt School in New York were deficient in reading. Twenty-four per cent of the seven thousand students had an intelligence quotient of 89 or below. Four hundred and four were selected for remedial instruction. The median intelligence quotient for those selected was eighty and the median reading grade was between the sixth or seventh. After the instruction the median reading grade was raised to the eighth-grade level. The amount of gain ranged from .9 year to 1.8 years. From this figure we see that low intelligence is no barrier to improvement in reading. That is, a pupil can be taught to read up to his mental level, no matter how low that level is. Reports indicate that the Fernald Kinaesthetic Method of Remedial Instruction has also been successful.

Stella S. Center, Gladys F. Persons, Teaching High School Students To Read, New York: D. Appleton Century, 1940, pp. 3-14.

Grace M. Fernald, Remedial Techniques in Basic School Subjects, New York: McGraw-Hill Book Co., 1943, pp. 35-55.

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There are four steps in this process.

- 1. Trace the words, the teacher saying the part of the word as the child traces it. This is repeated until the pupil can write the word without looking at the copy.
- 2. The pupil is taught to learn any word by saying it over to himself, writing freely and reading a typed copy of what he has previously written.
- 3. Pupils learn directly from the printed word without requiring the teacher to write it. The pupil is also encouraged to read from books.
- 4. When this is mastered, the pupil is able to recognize new words from their similarity with words already learned.

The pupil is supplied with enough reading to teach him to recognize new words by their similarities with old. In that way a vocabulary is developed which is adequate for the comprehension of the materials to be read. In twenty-six cases of total disability in reading after 6.9 months of instruction, the average progress was 3.8 grades' gain in reading. In eleven cases of disability after 10.4 months of instruction, an average gain of 4.5 grades was made. With fourteen cases of partial disability after 6.1 months of instruction, the average progress in reading was 2.3 grades. In fifteen more cases of partial disability after 12.6 months of instruction, a progress of 2.6 grades in reading was recorded. In a follow up of sixty-seven pupils who were given this training, five were found to be university graduates, one had a master's degree in English, eight were university students, two were entering universities with

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special honors, twelve were high-school graduates, thirteen were high-school students, sixteen were in the eighth or ninth grade, and ten were holding good positions.

 Review of the problem. This presentation has attempted to show the need for instruction in reading on the secondary level. Experiments and studies have indicated the advisability of continuing practice in the reading skills through high school. Since reading is composed of so many complex skills, it is necessary to analyze the individual's reading problem to find the skills in which he is deficient. This diagnosis can be most efficiently made by means of standardized or informal tests. Studies indicate worth-while improvement in the general reading ability if the pupils are given help in the specific skills in which they are found to be weak. Intensive and varied drills have been found to be the best method of improving ability in the reading skills.

Using the methods which have been found to be the most effective for acquiring specific reading skills as a basis, the writer has composed a set of exercises for the improvement of the ability to find the main and subordinate ideas in a paragraph.



CHAPTER III

ORGANIZATION OF THE EXERCISES

The exercises, designed to improve the numil's ability to find the main and subordinate ideas, are divided into four different types, ranging in difficulty.

The first group of exercises is a preparation for recognizing the main and subordinate ideas. In order for the number to see the structure of a paragraph, it is necessary that they understand the meaning of the paragraph. These exercises are designed to develop skill in comprehending what is read, so the pupils are given a short-answer test on the material in the paragraph.

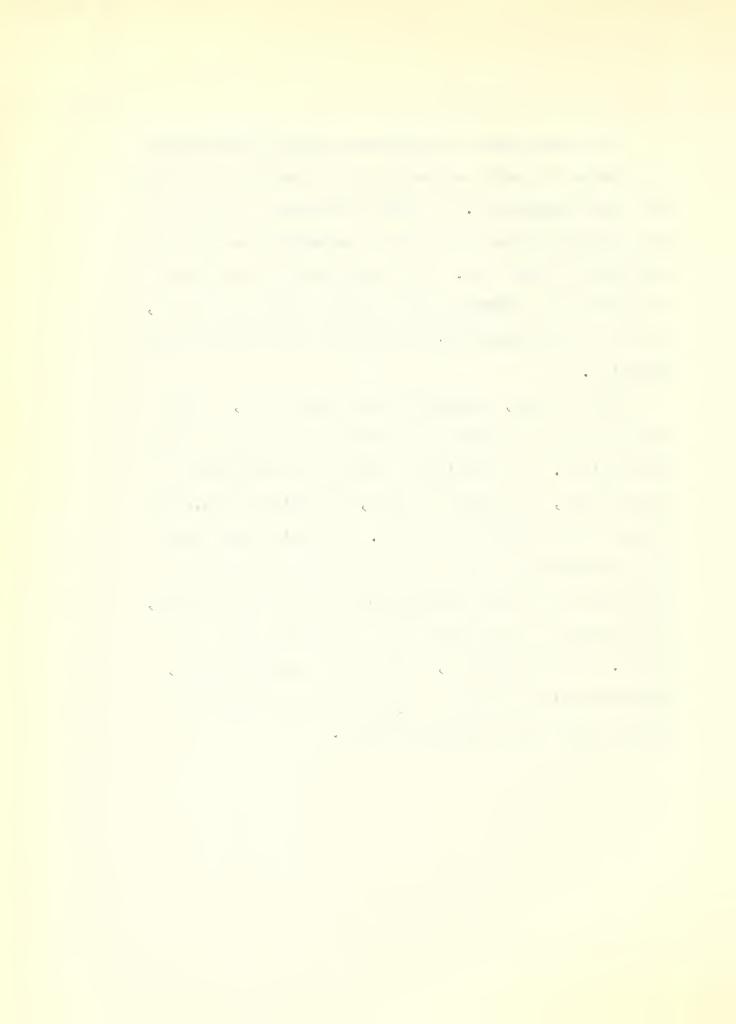
The second group of exercises develops skill in recognizing the main idea. To acouire this ability, the number of the number of the key sentence of a paragraph, choose the main idea, match the main idea with the right paragraph, choose the correct title for a selection, and complete an outline.

The third group of exercises develops skill in recognizing the subordinate idea. To acquire this ability, the numils choose the important subordinate idea, match the subordinate idea with the managraph in which it appears, and complete an outline.

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The fourth group of exercises develops the ability to organize the main and subordinate ideas of an article into short paragraphs. In these exercises the pupils first choose the best precis of a selection, and then write one of their own. Not only does this task improve the ability to recognize the main and subordinate idea, but it also develops skill in writing and in intelligent reasoning.

A final test, similar to these exercises, is constructed to find whether the pupils have mastered these basic skills. If a pupil is found to be deficient in any one area, the same exercises, or similar ones, can be used for additional practice. If giving this test or a corresponding one at the beginning indicates that the pupil has already mastered a part of the exercises, it is possible to use only those exercises which are needed. These exercises, if they are correctly used, should provide for the improvement of the ability to find the main and subordinate ideas.



Improve Your Reading

Exercises for Improvement of Comprehension in Reading
on the Secondary Level



UNIT I

Exercises in Preparation for Recognizing the Main and Subordinate Ideas

I TIM

Exercises in Preparation for Recognizing the Main and Subordinate Ideas

Exercises in Preparation for Recognizing the Main and Subordinate Ideas

A. Reading a paragraph to find the answer to a specific question.

Directions

Each of the following paragraphs is preceded by a single question. Read the question first and then read the paragraph to find the answer. Write each answer on the paper provided.

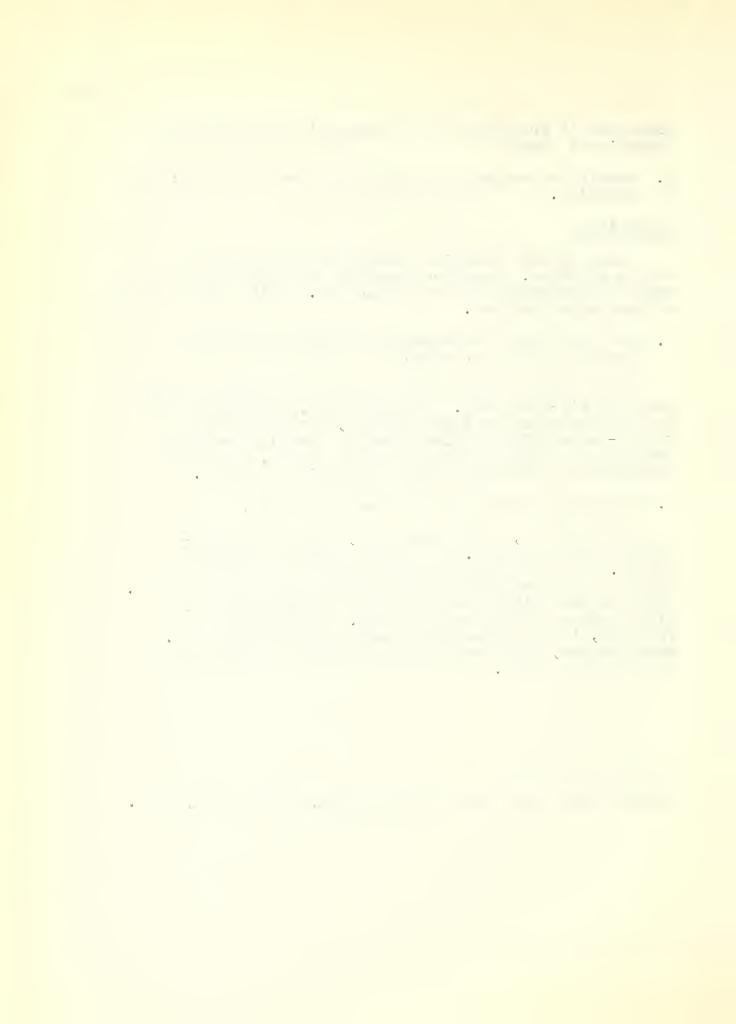
1. How many ships are operating between the United States and the Caribbean?

This month has set the stage for the largest travel possible since the war. World cruises, passenger ships to the East coast of South America, the operation of thirty-three ships of nine lines on regular cruise schedules to the Caribbean and West Indies, all help in accommodating the many people who desire a cruise.*

2. How did Dick lose his arm during the war?

Dick Cooley, a few years ago, was a fine pass-catching end for Yale. He was more than a football player. He was a squash racquet player with expert ability and showed signs of becoming a national champion. While he was bailing out of his P37 during the war, his parachute caught on the plane. In order to free him, it was necessary to amputate his right arm. Nevertheless, Dick Cooley played squash in the National with his left hand.*

^{*}Adapted from The Boston Sunday Globe, February 22, 1948.



- A. Reading a paragraph to find the answer to a specific question (Continued).
- 3. How much did the English pay for the territory from the Alleghenies to the Mississippi?

The French claimed the land west of the Alleghenies because of Father Marquette's voyage down the Mississippi. By his discovery they claimed all the land that was drained by the river and its branches. The English had a treaty with six nations in which they bought all the territory from the Alleghenies to the Mississippi for the sum of thirty pounds. Both countries thought they had a right to the land and both were willing to fight for it.*

4. What two skills aid the skier in going down a steep hill?

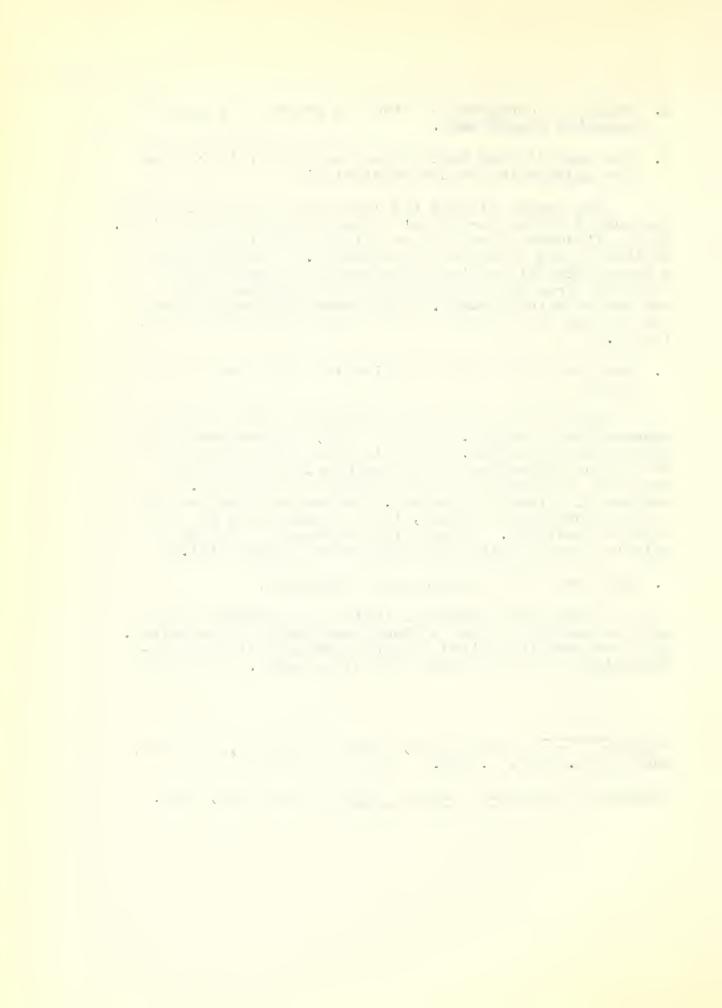
There are a few rules of behavior that should be observed while skiing. First of all, the beginner should pick a spot of his own. The main hill which the experts use is too dangerous for the beginner, besides being reserved and made for the enjoyment of the expert. A beginner is always in the way. Unless he knows the art of snowplowing and turning, it is certain that he will cause an accident. Snowplowing and turning are the skier's safety devices for going down a steep hill.**

5. What makes the greeting card permanent?

People who receive an invisible Christmas card will be puzzled to find a blank card inside the envelope. With the card is a piece of paper toweling with the instructions to rub the card with plain water. The water

^{*}Adapted from Lester Rogers, Story of Nations, New York: Henry Holt, 1945, p. 625.

^{**}Adapted from Boston Sunday Globe, February 22, 1948.



A. Reading a paragraph to find the answer to a specific question (Continued).

"develops" a seasonal photograph and a greeting signed in invisible ink by the sender. After water has been applied to the card, the photograph and greeting become permanent. There are twelve different cards packed in each box. Invisible ink is supplied with the cards.*

^{*}Adapted from Popular Mechanics, December, 1947, LXXXIX, p. 157.



Exercises in Preparation for Recognizing the Main and Subordinate Ideas.

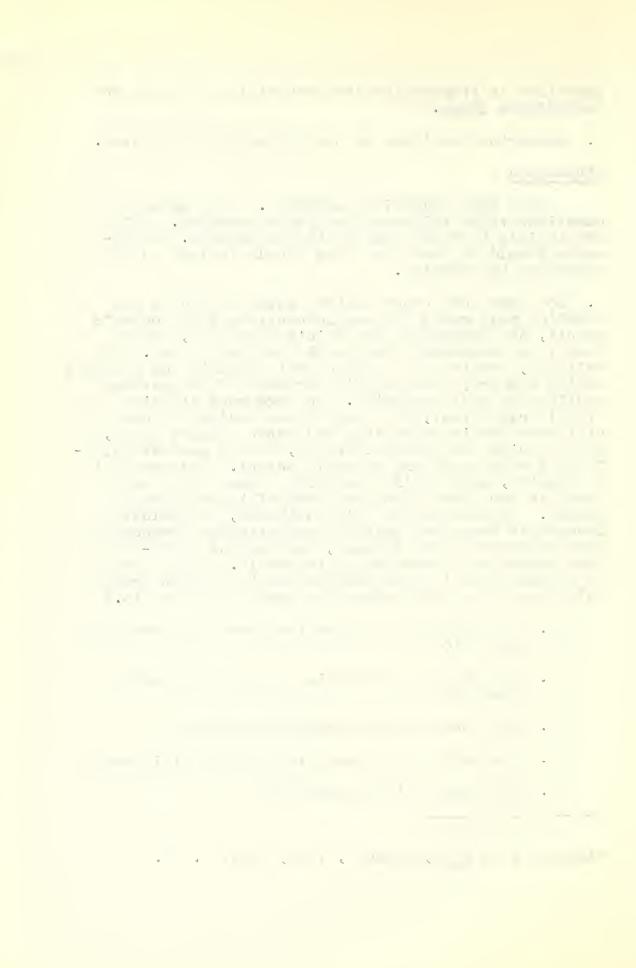
B. Answering questions on the content of paragraphs.

Directions

Read each selection carefully. Then answer the questions which follow on the paper provided. It is permissible to refer back to the paragraphs. The answers should be short but they should include all the necessary information.

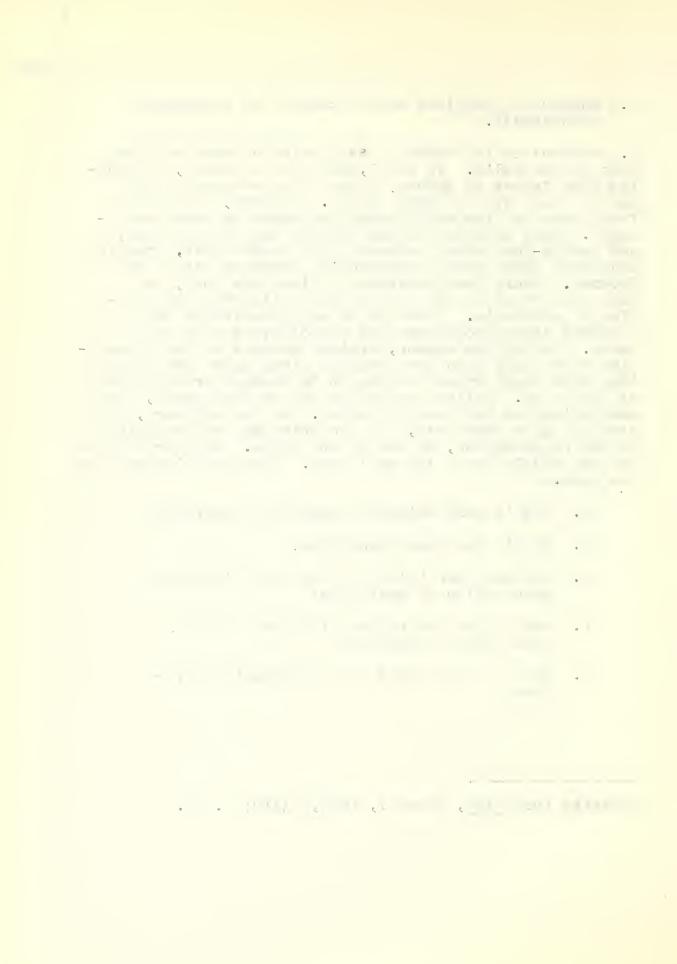
- 1. Now when most other United States railroads are spending much money for new locomotives which operate on oil, the Chesapeake and Ohio's President, Robert Young, has announced that he will stick to coal. This railroad, running in the rich West Virginia and Kentucky mining country, makes eighty per cent of its revenue hauling for coal companies. To make more efficient use of this ready fuel, the C and O has designed a new kind of locomotive in which coal and water produce steam, not to drive the wheels directly, but to generate electricity which runs the electric motors. The result is a steadier, more easily controlled power which makes possible smoother starts and more efficient upgrade climbs. To contain all this equipment, the Baldwin Locomotive Works and Westinghouse Electric Corporation have constructed the longest, one hundred fifty-four foot passenger locomotive in the world. Its owners are so pleased with its performance and its bright orange color that they have ordered two more just like it.*
 - A. Who builds the locomotives for the Chesapeake and Ohio?
 - B. Why are they continuing to use coal rather than oil?
 - C. How does the new locomotive operate?
 - D. How does this locomotive show its efficiency?
 - E. How long is the locomotive?

^{*}Adapted from Life, March 1, 1948, XXIV: p. 75.



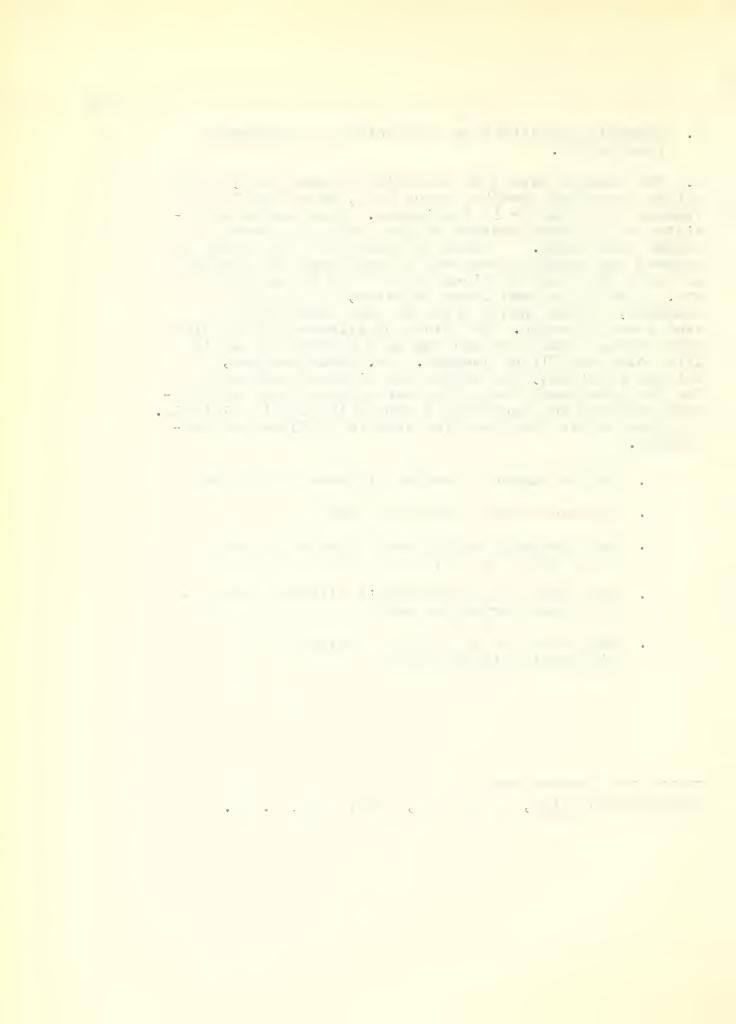
- B. Answering questions on the content of paragraphs (Continued).
- 2. Nowhere in the world is Surf swimming more popular than in Australia. In the 1,420 miles of shore, stretching from Cairns to Sydney, there is an average of one public beach every fifteen miles. However, there are few places in the world where the water is more treacherous. Deep channels extend all the way to the shore, and twenty-foot waves backwash into these holes, creating undertows which sweep unsuspecting swimmers out to be drowned. Every year hundreds of lives are lost, and many more would be but for the Surf Lifesaving Association of Australia. There is an organization of ten thousand strong young men who patrol every mile of the beach. During one summer, trained members of the association saved more than one thousand lives under conditions that were rough enough to result in smashed arms and legs of their own. Unlike the United States lifeguards, the Australians do not work for money. On the contrary, they even pay \$2 a year each, for the privilege of belonging to the organization, or one of its units. Neither do they get any medals for a job well done. The men volunteer for the work. *
 - A. Why is surf swimming popular in Australia?
 - B. Why is the water dangerous?
 - C. How many men belong to the Surf Lifesaving Association of Australia?
 - D. How do the Australian lifeguards differ from those in America?
 - E. What is the reward of an Australian lifeguard?

^{*}Adapted from Life, March 1, 1948, XXIV: p. 60.



- B. Answering questions on the content of paragraphs (Continued).
- The fragile beauty of the wild milkweed seed, which drifts though the country every fall, means nothing to farmers who consider it a nuisance. Some people appreciate the milkweed because of the pretty patterns its tufted seeds make. Each milkweed pod holds about one hundred and seventy seeds and to each seed is attached at least four hundred fibers which send it through the Though the seed looks delicate, it is a good traveler, flying twenty miles in good wind before the seed comes to earth. The floss of milkweed is six times more buoyant than cork and was used during the war in life belts and flight jackets. Dr. Boris Berkman, a Chicago physician, who headed the milkweed processing for the government during the war has gone into the milkweed business and harvested a crop this fall in Illinois. He plans to use the floss for stuffing pillows and bedclothes.*
 - A. Why do farmers consider milkweed a nuisance?
 - B. How many seeds does a pod hold?
 - C. What property of milkweed floss was made use of in World War II?
 - D. Who headed the government's milkweed processing group during the war?
 - E. What uses can be made by civilians of the milkweed's fluffy fibers?

^{*}Adapted from Life, November 3, 1947, XXIV: p. 18.



4. The beachcomber, according to authors, is a shiftless fellow who never knows where his next dollar is coming from. Eli Hedley, however, of San Pedro, California, has upset the classical theory by operating a fifty thousand dollar business annually. Just as it is for other beachcombers, the sea is his source.

He supplies Hollywood with the special jewels from the sea and seashore. In addition he supplies special props to professional photographers, movie companies, and interior decorators. He walks along the beach looking for piles of cyster-white driftwood, which is generally laid in the sand. When he sees the pieces he desires, he gathers them in his wheelbarrow and takes them to his shop.

Eli makes more than one hundred items, including driftwood ice buckets, boat oars, garden gates, lighting fixtures, and Japanese fish-float lamps. A salt-bleached water cask turns into a beautiful salad bowl in his skillful hands; old strips of bamboo washed in from the South Seas become an attractive bar front, and wormeaten wood from a wrecked ship is fashioned into jewel boxes that look as though they belonged to Captain Kidd.

His catalogue lists items from "Starfish" 75 cents to \$1.50, and "Ship's Wheel Table and Two Chairs," \$2.85. The catalogue itself is something of a curiosity. Bound in what appears to be aged parchment, it has a bit of old fish net and a piece of driftwood attached to the binding.

How did this odd business begin? In 1936, Eli owned three grocery stores in an Oklahoma oil town. Tiring of the smell of crude oil and the taste of red dust, he sold the stores. Then he put his family in a car and his possessions in a trailer and went west.

Neither Hedley, his wife, nor their three daughters had ever seen the sea before they reached California. The whole atmosphere fascinated them so they moved into



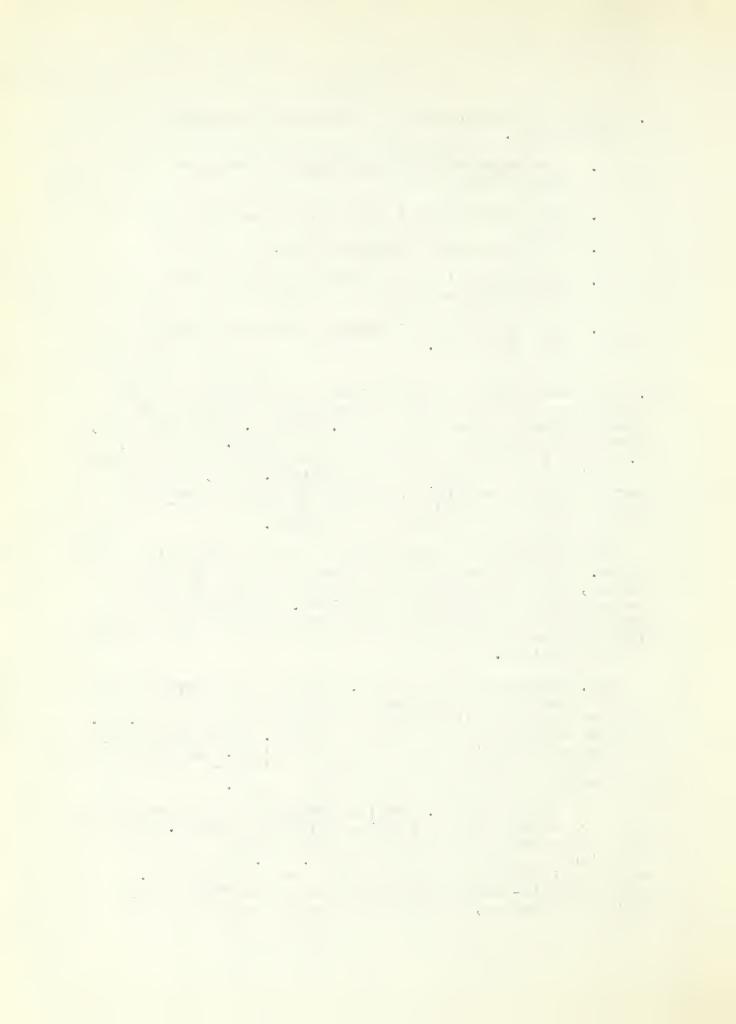
three old sheds on a cliff north of San Pedro, where the sea, sun, and wind are ever present. Promptly, the family decided to decorate the new home with driftwood, shells, and rocks from the beach. The results were surprising. As new friends dropped in, they commented on the originality and good taste of the rooms. Eli was urged to market some of the items he had made. Finally, he agreed to tackle one of the most exclusive markets in the United States.

His sneakers, corduroys, and scarlet shirt seemed sadly out of place in the big store's carpeted office. Somehow, Eli explained the reason for his visit to the buyer. When the buyer saw the trailer, he immediately sent for the advertising manager. They agreed to buy as much of the driftwood as Eli could make. His work was put in the windows of the store and was the largest display ever devoted to the products of a single company by the store.

Today, he works on the beaches from Oregon to Mexico. Eli states that the most beautiful and the strongest driftwood comes from the Oregon coast. It is carried down the river by the current; out to the sea by the tide. There it is seasoned and saturated by the sea's brine until it is finally washed ashore. After some weeks of bleaching in the sunshine, it is ready for collection.*

- A. What is the business of Eli Hedley?
- B. Why did Eli leave Oklahoma?
- C. How did Eli begin his odd business?
- D. Describe the catalogue?
- E. How was Eli dressed when he went to the department store?

^{*}Adapted from Coronet, March, 1948, XXIII: p. 78.



the nearest chairs, after which they calm down and tell their stories.

The Germans who confide in Mr. Spyglass would exasperate anyone with less patience. Many, wishing to write to relatives in America, come to the consulate to find the important street addresses and cities where those relatives live. They expect him to know everyone in America.

Many Germans, who once lived in the United States, now want to re-emigrate. Mr. Spyglass believes that the ones who did not live long enough in the United States should be given consideration over those who lived there for ten or fifteen years without bothering to apply for papers. This is his opinion as he has never received any instruction concerning the matter.

Mr. Spyglass was originally from Yellow Springs, Ohio. His blacksmith father had some Spanish blood, which may explain his unusual name. A choir boy in Yellow Springs, young Elmer went to Europe in 1906 to continue his voice studies. He had already graduated from the Toledo Conservatory of Music and was the first Negro to conduct in the Carnegie Music Hall in Pitts-Friends had raised four hundred dollars to send him abroad. That was a great deal of money in those days, but it proved not enough to pay for expensive European teachers. Mr. Spyglass soon turned to music halls and found success with the first engagement. With a collection of European and American songs he toured France, Italy, Belgium, Austria, Hungary, Rumania, and Germany where he established a home in Frankfort. During the war the Nazis caused him no trouble despite his membership in an "inferior race." Mr. Spyglass is still not sure why. "Perhaps, it was because I had lived there off and on since 1907," he says. "I knew all of old Frankfort, from the bank directors down to the police, but I never mixed in politics."

J. Elmer Spyglass has become the symbol of American democracy in this part of Germany. On his birthday last year, almost the entire town sent flowers to his apartment. Flowers filled the tables and most of the floor, and bouquets were pinned all over the walls and lace curtains. Dozens of German children, mostly his

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students, trooped in with modest presents of fruit and vegetables. They sang songs in English that the old man had taught them. There, far away from the United States, they greeted his birthday with "Sweet and Low," "Home, Sweet Home," "My Bonnie Lies over the Ocean," and "My Old Kentucky Home."*

- A. What is the position of Mr. Spyglass?
- B. Why did he start working as a singer in a music hall?
- C. Who paid some of his passage to Europe?
- D. What was the trade of the father of Mr. Spyglass?
- E. From what school did Mr. Spyglass graduate?
- F. How many languages does he speak?
- G. In what places did he do his singing?
- H. Why is he well-fitted for his position?
- I. What area does the Frankfort consulate serve?
- J. What is the duty of Mr. Spyglass?

^{*}Adapted from Life, November 3, 1947, XXIV: p. 4.

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UNIT II

Exercises to Develop Skill in Recognizing the Main Idea

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Exarcises to Develop Skill in Recognizing

Exercises to Develop Skill in Recognizing the Main Idea

A. Selecting key sentences

Directions

Select the sentence from each of the following paragraphs which most adequately states the main idea expressed in the paragraph. Write this sentence on the paper which is provided.

- I. The blood tells many stories about the health of the body. When blood is placed under the microscope, we can tell whether it contains sufficient red and white cells for good health. We can see whether any deadly disease germs are present. The pressure of the blood also indicates the general health. When the pressure is either too great or too small, it is a sign of danger. Doctors know that they can judge our health from the condition of our blood.*
- II. The Chinese are a people who permit no food to go to waste. They have learned to make nourishing meals from as little food as possible. They use many plants little known to western peoples. The left-overs of any meal become the base for the next one. These are some of the frugal ways of the thrifty Chinese.**

III. Mica glitters like gold and it has fooled many people. When the Forty-Niners and other amateur miners sought gold, they were often deceived by this glittering stone. Where they found it in large quantities, they immediately staked claims. Then with high hopes, they broke off large chunks of rock and hastened to the government assay office to have them tested. How great was their disappointment when they learned that their shining discovery was only worthless mica.***

^{**}Adapted from Boston Sunday Globe, February 22, 1948.

**Adapted from Reader's Digest, September, 1946, L: p. 23.

***Adapted from Popular Mechanics, December, 1947,

LXXXIX: p. 50.



- A. Selecting Key Sentences (Continued).
- IV. Large trees from little acorns grow. Warmed by their bed of earth and moistened by the rains, the acorns begin to sprout. Soon their young shoots appear on the surface of the ground. Then, if the rains and the sun are kind, these shoots grow both in height and girth. If their roots can obtain a good supply of water, the height and thickness of the young trees are further increased. Thus, after many years of such growth, the low-ly acorn may become a large oak tree.*
- V. It was the Fourth of July. The orator had been speaking for some time. The subject of his talk concerned safe holiday celebrating. He pointed out that there were fewer accidents without fireworks. He claimed there were calmer nerves and more peaceful minds when the usual powder explosives were omitted. He praised the village gathering, the parade, and the band concert. The audience cheered the message of the speaker.**
- VI. A long line of white-covered vehicles drawn by slow plodding oxen drew closer. Besides the wagons, armed men walked cautiously. Inside the wagons were women, children, furniture and supplies. In the rear was a guard of six men. This was the famous wagon train.**
- VII. There are many dangerous occupations. Among these sponge-diving is especially risky. The divers leap into uncertain waters. Man-eating fish lurk on all sides. Undertows sometimes carry even the strongest swimmers off their course. The heavy, tangled under-sea growths often trap the divers.***

*Adapted from Popular Mechanics, December, 1947, LXXXIX: p. 50.

^{**}Adapted from Joseph C. Gainsburg, Samuel I. Spector,

Better Reading. New York: Globe Book Company, 1943,
p. 106.

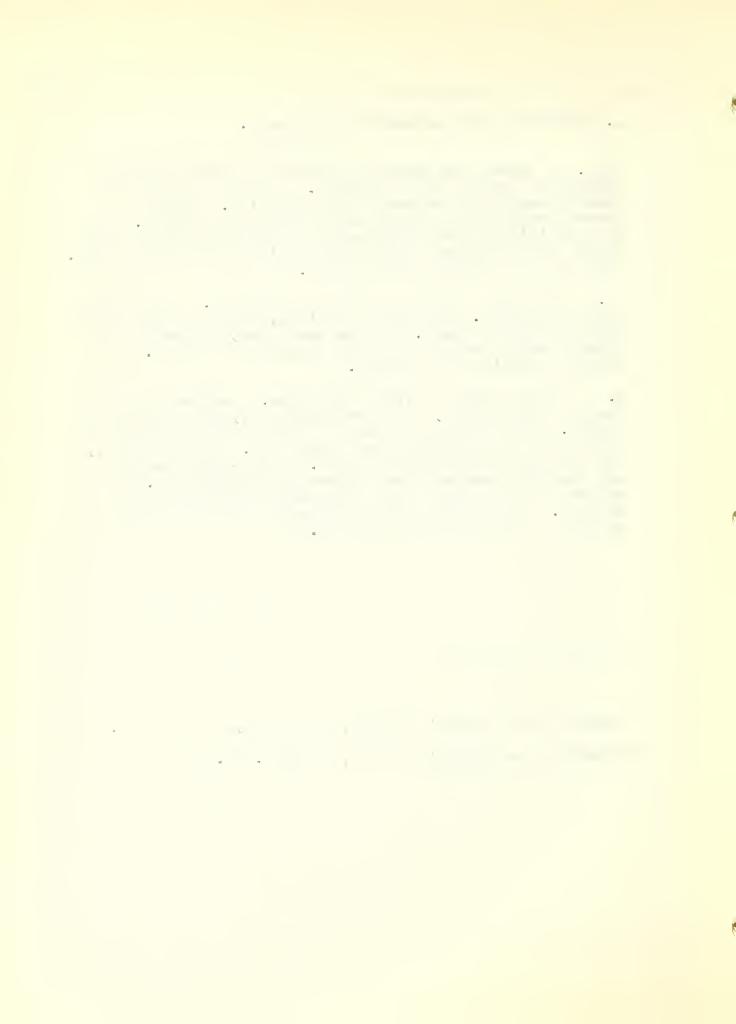
^{***}Adapted from Popular Mechanics, January 1948, LXXXIX: p. 34.

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- A. Selecting Key Sentences (Continued).
- VIII. A Yankee sea captain brought the first bunch of bananas to Boston as a curiosity. The taste of the banana immediately assured its popularity. Single bananas wrapped in tinfoil were sold as delicacies. This delicious fruit could not be brought in large quantities to the United States until ships were refrigerated. Such is the history of the banana.*
- IX. The navy officers stood at attention. Slowly the flag was raised. An order was given, and the ship slowly started down the ways. At the same time, a young girl broke a bottle on its prow and announced its name. Another warship was launched.
- X. Take a walk on some old street. Look at the old fashioned buildings, the crude pavements, and the street itself. Then picture to yourself how different everything must have appeared many years ago. In those days, the horse was the popular animal. Heavy-laden wagons and graceful carriages were drawn by his strength. The houses were not high; large apartment buildings were unknown. The paving on both sidewalk and street consisted of bricks or cobblestones.**

**Adapted from Reader's Digest, September, 1946, L: 60.

***Adapted from McCall's, March, 1948, p. 15.



Exercises to Develop Skill in Recognizing the Main Idea

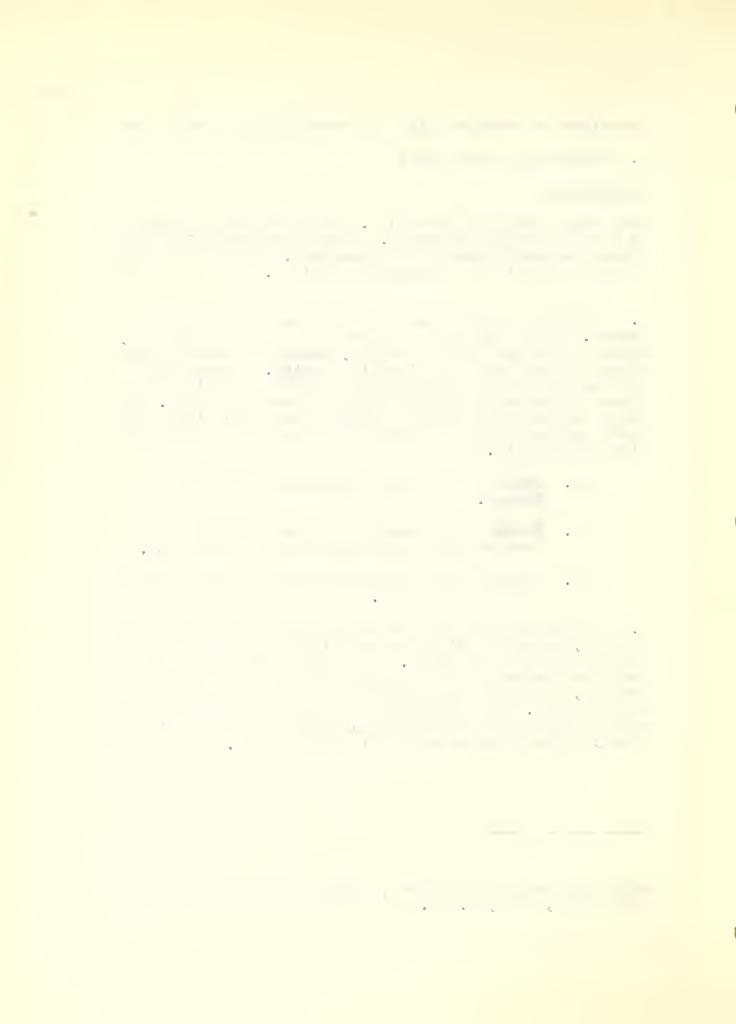
B. Identifying main ideas

Directions

Read each paragraph carefully. Following each paragraph is a set of three sentences. Select the one which best states the main idea of the paragraph. Write the letter of your selection on the paper provided.

- 1. France is located at the crossroads of Western Europe. It is largely protected by natural boundaries, except along the Belgian border, where the coastal plain offers an easy path for invading armies. France has been essentially an agricultural country, but in recent times large-scale manufacturing has been developed. A large percentage of French exports are luxury items and "Made in France" has become to be a mark of quality and fine workmanship.*
 - A. France is at the crossroads of Western Europe.
 - B. France is essentially an agricultural country with many manufacturing interests.
 - C. France is an important manufacturing country of Western Europe.
- 2. The writing of any people divides itself into two classes, known as primitive or folklore literature and the literature of culture. The first consists of the songs and legends mostly of great age and by unknown authors, produced by the forces of nationality and civilization. The literature of culture is that writing which is produced in leisure and peace and which gives an ideal, rather than a practical view of life.*

^{*}Adapted from Lester Rogers, Story of Nations, New York: Henry Holt, 1945, p. 46.

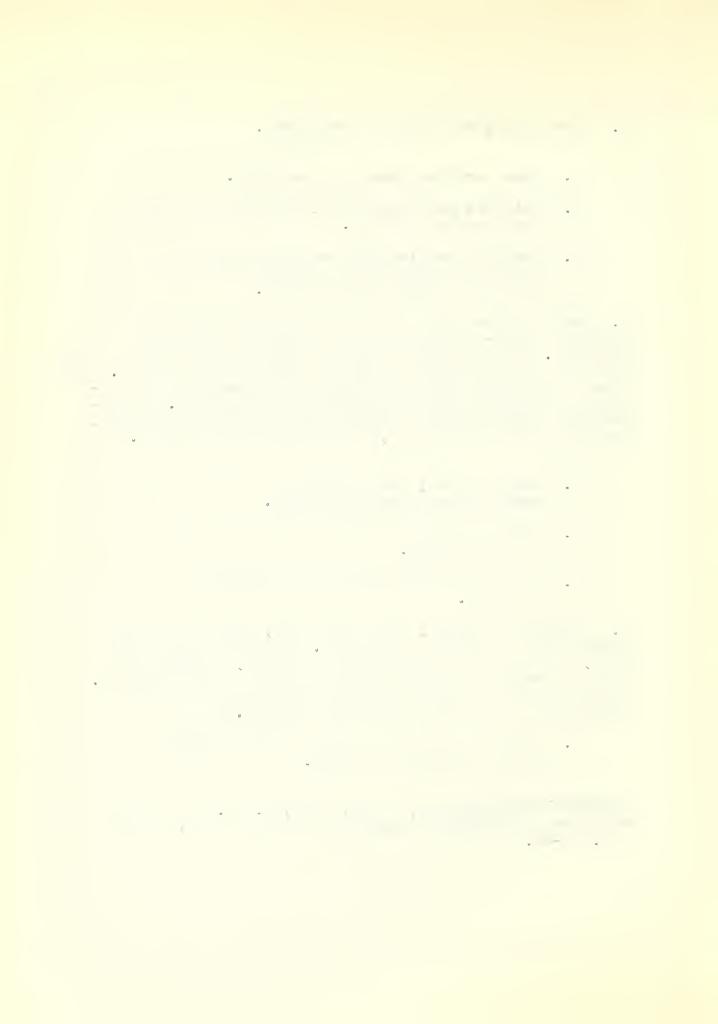


- B. Identifying main ideas (Continued).
 - A. There are two classes of writing.
 - B. Folklore and classical literature are the two types of writing.
 - C. People's writing may be classified as primitive (songs and legends) or cultural (giving an ideal view of life.)
- 3. Most mothers must rely on the family doctor who provides three-fourths of all the care of American children. These doctors tend to settle in the cities where they are more certain of making a satisfactory living. Many times the family doctor is unable to understand the diseases of childhood and therefore the child dies. Consequently, there should be more good doctors in the world, especially in the country, to care for our children.*
 - A. Our children, particularly in the country, need more and better doctors.
 - B. There are more doctors in the city than in the country.
 - C. Doctors should know about children's diseases.
- 4. Firemen in Mebane, North Carolina, play a kind of "water polo" in their spare time. Each team has a fire hose, and with powerful streams of water, attempts to force an empty oil drum across the opponent's goal line. Knowing where to aim the water pressure for the best results is one of the game's fine points.**
 - A. Firemen have their own version of water polo in Mebane, Carolina.

^{*}Adapted from McCall's, March, 1948, p. 57.

**Adapted from Popular Mechanics, January, 1948, LXXXIX:

pp. 47-48.



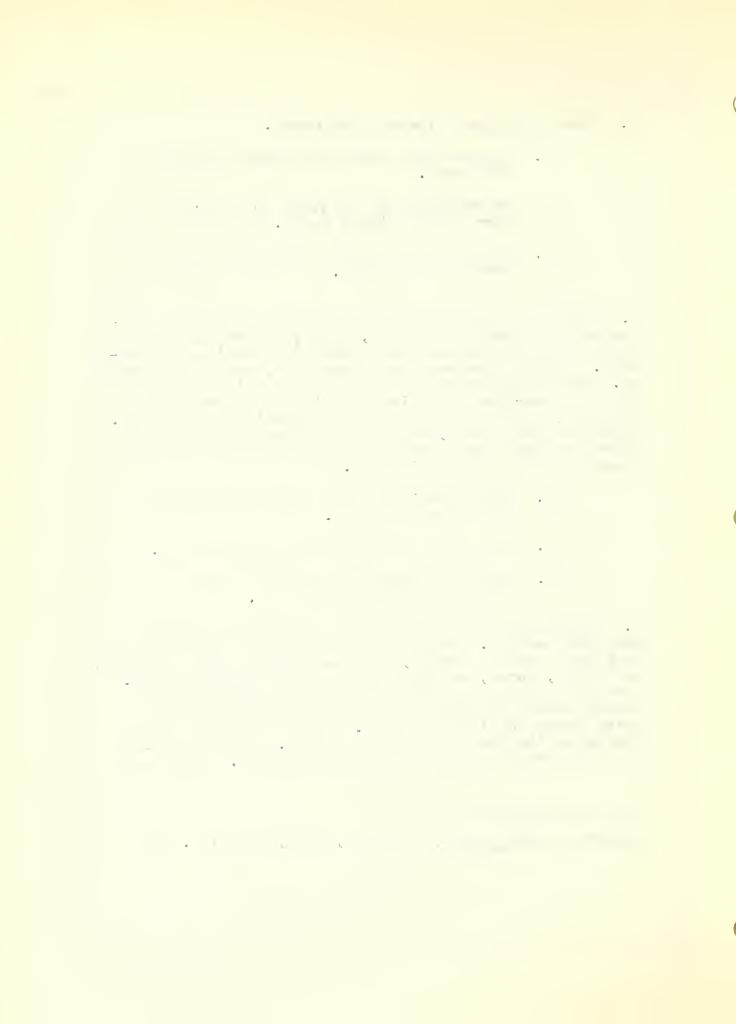
- B. Identifying main ideas (Continued).
 - B. The object of this game is to force the oil drum over the opponent's goal line.
 - C. This form of water polo takes special skill.
- 5. There is no chance of burning fingers on boiled eggs when egg tongs are used. Made of stain-proof metal, these tongs hold the egg from the time it is taken out of the water until the shell is discarded. Rolling the egg on the table top while still in the tongs, breaks the shell neatly around the middle. The egg halves are then separated and the cooked portion of the egg removed from the shell.*
 - A. Egg tongs save the fingers from possible burns.
 - B. Eggs must be rolled on the table if they are to be broken while using the tongs.
 - G. Egg tongs protect the fingers from pot to plate, because they enable the user to place the egg on the table.
- 6. It is easy to set your watch according to radio time, but for others, determining the correct time is a difficult task. Time signals are based on observations of the stars from places like the United States Naval Observatory in Washington. At such places are many instruments which need careful attention and accurate interpretation. These instruments give the exact time for this country and other places in the world. From the Washington Observatory, time signals, accurate to 1/100th of a second are relayed by radio and telegraph to clocks throughout the country and to ships at sea.*

^{*}Adapted from Popular Mechanics, January, 1948, LXXXIX: pp. 47-48.



- B. Identifying main ideas (Continued).
 - A. Correct time comes from observations of the stars.
 - B. Determining and relaying the correct time are difficult tasks.
 - C. Correct time is sent by radio to all parts of the world.
- 7. The first experiments with electric sleep were conducted by a French scientist, Leduc, who ran an electric current through animals and found they remained motionless. When the current was turned off, the animals woke up. Then Leduc tried the experiment on himself and fell into a dream-like condition in which he seemed to be sleeping, yet he could hear a conversation in the room. Half a century later, we find that electric sleep can give good hope for recovery to cases of mental disturbance and personality disorder.*
 - A. Leduc carried on the first experiments with electric sleep.
 - B. Leduc used animals for his experiment.
 - C. Electric sleep now gives good hope of recovery to mental patients.
- 8. Mountains can be the source of valuable products and great wealth. On the slopes are found heavy forests, from which we get lumber, the raw material for furniture, buildings, paper, and hundreds of other useful things. The rain that pours down these slopes becomes swiftly moving rivers and waterfalls which provide us with water power or electric power. From underneath the slopes we dig for all sorts of metals. Once gold used to be the most important of these products. Today we

^{*}Adapted from Coronet, February, 1948, XXIII: p. 189.



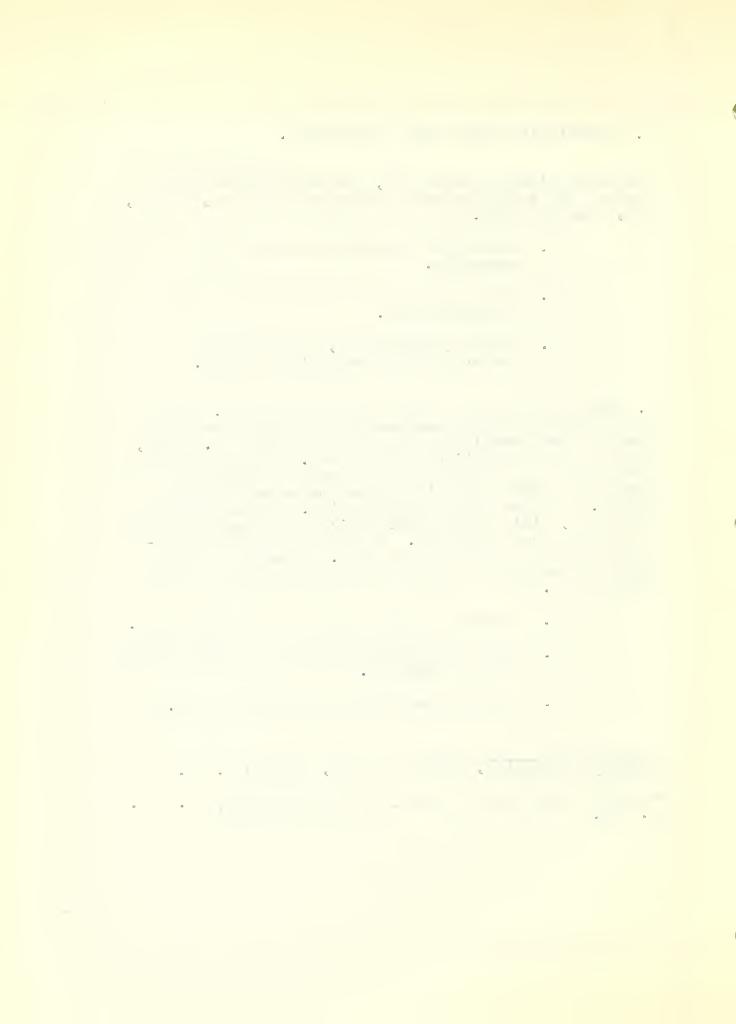
B. Identifying main ideas (Continued).

could get along without gold, but we could not enjoy comfort and luxury without such metals as iron, copper, tin, lead and zinc.*

- A. Mountains contain many worth-while materials.
- P. Today gold is not considered the most valuable metal.
- C. Forests, waterfalls, and mines are resources which mountains provide.
- 9. One very important duty is that of voting. It is the business of every responsible citizen to see to it that the best people are elected to govern him. Then, there is the obligation to pay taxes. Every individual should feel it a privilege to be able to support a government that gives him so many opportunities and rights. A third duty is cooperation. One should work with city, state and federal officials to make the land a better place to live in. Finally, there is the responsibility of doing public work. Capable persons should offer their services to the government for the common good.**
 - A. Everyone should work for the common good.
 - B. All citizens have certain responsibilities to their country.
 - C. Citizens have the obligation to vote. **

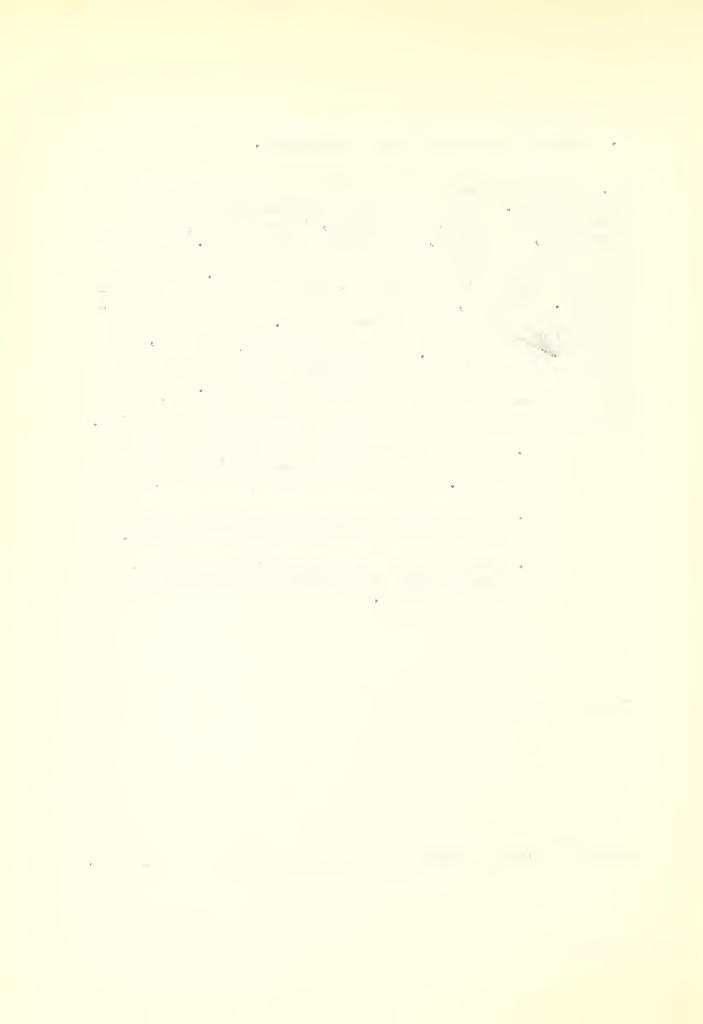
^{*}Popular Mechanics, December, 1947, LXXXIX: p. 40.

^{**}Adapted from Lester Rogers, Story of Nations, Op. Cit. p. 700.



- B. Identifying main ideas (Continued).
- 10. There are many factors to be considered in choosing a career. First, you must consider where your greatest skill lies, in drawing, in mechanics, in languages, in sewing, or in some other field. Then you must consider the possibility of further developing this skill in college or in special schools. You must remember that this advanced schooling is often very expensive. Thirdly, you must consider what the opportunities are in the work you want to do. If the trade or profession is overcrowded or not popular any more, you should look elsewhere. Most important is the realization that you should not undertake a career that is far above either your mental or physical ability. Success in a less respectable position or even in work with lower pay is much better than failure in any other kind.*
 - A. Every individual must decide for himself the type of position which suits him best.
 - B. One should not obtain a position that is beyond his mental or physical capacity.
 - C. Professional and occupational requirements must be reflected upon when choosing a career.

^{*}Adapted from the Boston Sunday Globe, February 22, 1948.



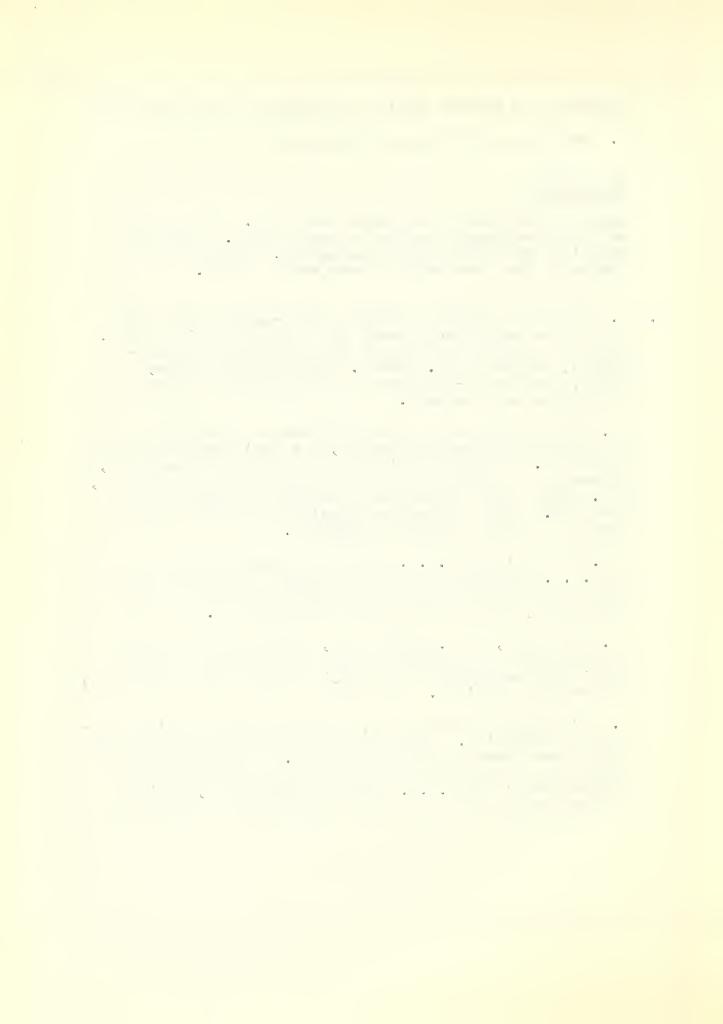
Exercises to Develop Skill in Recognizing the Main Idea

C. Matching main ideas and paragraphs

Directions

Read the following selections carefully. At the end of the selections is a list of main ideas. Match the main idea with the correct paragraph. Indicate the number of the paragraph on your answer sheet.

- 1. It is not enough to teach a high-school girl how to make an omelet or a dress in a home economics class. What she should be taught is the philosophy of home-making, believes Mrs. John E. Hayes of Twin Falls, Idaho, first vice-president of the National Congress of Parents and Teachers.
 - II. "Most girls get a distorted idea of homemaking and parenthood from the movies, the radio and the glamor magazines. In them the wife is pictured as a beautiful, glamorous but generally useless member of the household," Mrs. Hayes told the Maryland Congress of Parents and Teachers. "This untrue portrayal of American womanhood does the country a great disservice."
 - III. The national P.T.A. executive thinks it is up to P.T.A. members to give young girls the proper grounding in the practicalities and rewards of marriage and motherhood, both at home and in the schools.
 - IV. "At home," Mrs. Hayes said, "parents should work to counteract any foolish ideas a girl picks up from the 'three unlicensed teachers,'" as she calls the radio, movies and magazines.
 - V. "In most schools today, girls get very little training in homemaking. Only eight percent of American girls study home economics in high school. Yet 45 percent of them marry before or immediately after graduation from high school"; the P.T.A. officer pointed out, basing her estimates on United States Department of Education



of homemak	"And it isn't enough to teach them the skills ing. We should give them the proper philoso- with it."*
A.	Girls gain a wrong conception of home- making from the present day influences.
В•	Parents should neutralize the bad influences.
C.	Very few girls receive the necessary training in home economics.
D.	Pupils should be taught the art of homemaking in school.
E.	It is the duty of parent-teacher organiza- tions to give girls the practicalities of home life.
	certain rainfall of the southwestern edge of

II. The corn region of Europe is much smaller than that of North America. It may be compared to the western portion of our Corn Belt. The cyclones, crossing Great Britain, blow sea air, too cool for corn, far into northwestern Europe in the latitude of France

^{2.} I. The uncertain rainfall of the southwestern edge of the Corn Belt, namely, in Oklahoma and Kansas, has caused the farmers there to turn to new crops-grain sorghums, cousins of the corn that have been imported from dry countries in Africa and North China. These plants are called Kafir corn or milo and can stand more drought than corn can stand. They have become very important in southwestern Kansas, western Oklahoma, northwestern Texas, and in a part of New Mexico. Grain sorghums are much like corn as a crop to grow and also as food for beast or man.

^{*}Adapted from The Boston Sunday Globe, February 22, 1948.

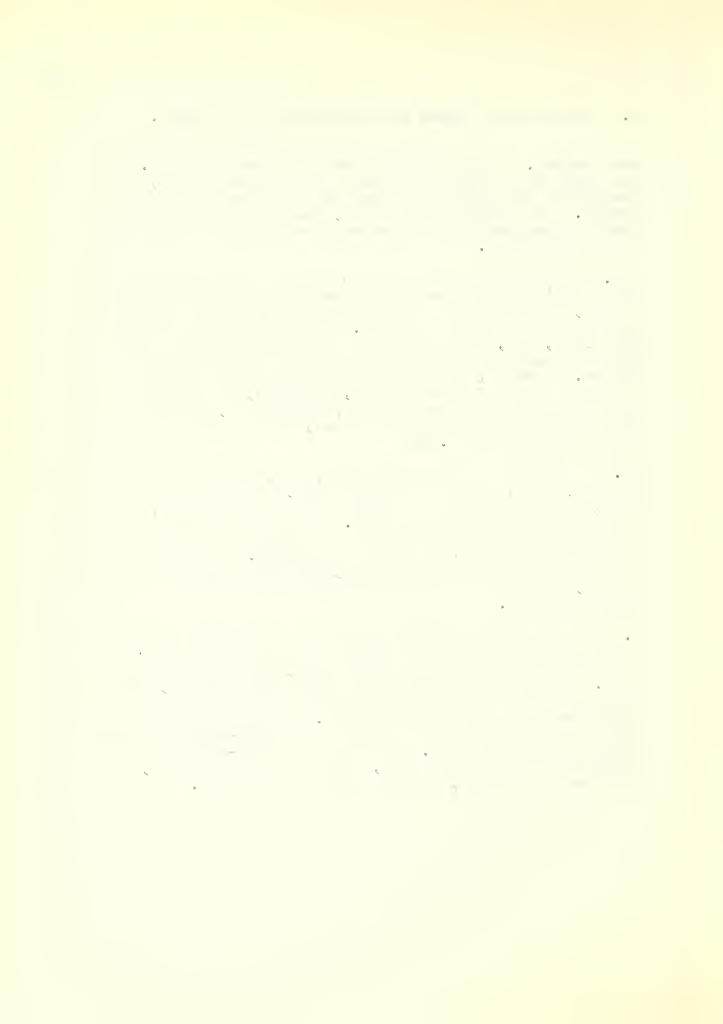
C.

and Germany. Only a little corn is gorwn in France. But corn is an important crop in the Danube Valley, the Balkan Mountain region and in a little of South Russia. In European corn belts, farmers divide their lands between wheat and corn very much as do the farmers in North America.

III. In what states is corn grown? The yields to the acre in New England are better than in the Central States, but so much of New England is hilly and rocky that the cornfields are small. Excellent crops of corn are grown, too, on the rolling and hilly lands of New York and Pennsylvania and throughout the Appalachian region. However, the area from central Ohio to and including part of South Dakota, Nebraska, and Kansas has such a vast expanse of rich, level land, where great quantities of corn are grown, that region is called the Corn Belt.

IV. When you are eating beef, ham, bacon, lamb, chicken, duck, turkey, butter, cream, or are drinking milk, you are almost certainly getting, indirectly, corn in some of its many forms. Most of the corn grown in the United States is fed to the animals on the farm or in the neighborhood where it is grown. A very small percentage goes to city markets, and still less is exported, although the grain is popular for food in Western Europe.

V. Is there a region in North China which has the type of climate suited to corn and winter wheat? To the farmer in this part of the world, corn is a foreign crop. It was introduced to his land from America, just as some of the grains from China and South Africa were introduced into the United States. Some corn is now grown in most parts of the corn and winter-wheat climate section of North China. But the old stand-bys of grain sorghums are more important, because in this region, like western Kansas, the rainfall is uncertain.

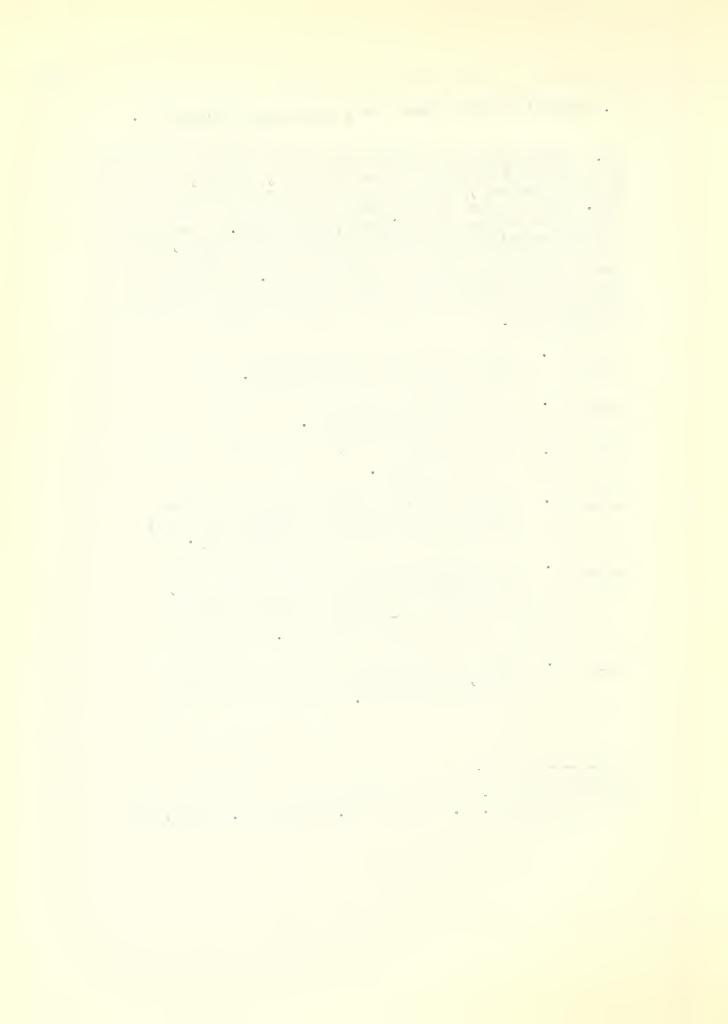


VI. South Africa is one of the places where the natives grew sorghum grains as corn is grown, ate it, and fed it to livestock, long before they ever heard of a white man. The native still grows some sorghum grains but the white man has introduced Indian corn. The climate of some sections suits the American grain well, and corn has become the chief crop for many farmers and the chief food of some of the natives. The area with sufficient rainfall for corn is not large, and the total production is about the same as that of the state of Tennessee.*

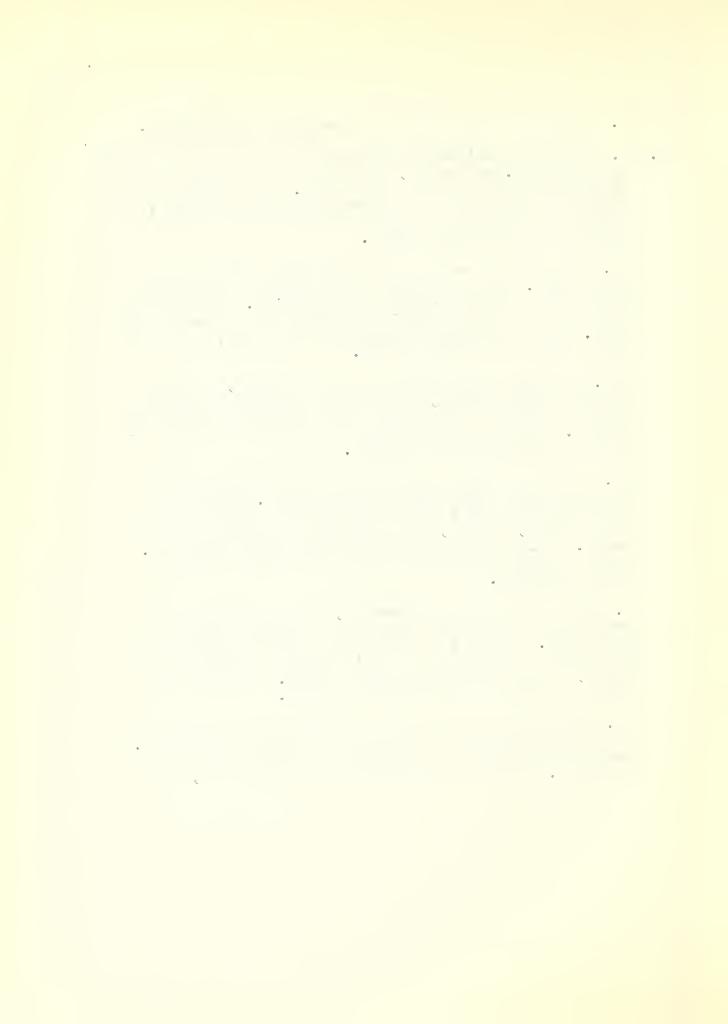
- Most of the corn grown in the United A. States is fed to the animals. The European corn lands are smaller than В. those in North America. Corn is the chief crop for many farmers in South Africa. D. The area from Central Ohio to and including part of South Dakota, Nebraska, and Kansas is called the Corn Belt. The small amount of rainfall in the E. southwestern corner of the Corn Belt, has caused the farmers there to turn to a new crop--grain sorghums, which
- F. Grain sorghums are more important in China, even though some corn is grown in Northern China.

are relatives of the corn.

^{*}Adapted from J. Russell Smith, Our Industrial World, Philadelphia: J. C. Winston Co., 1940, pp. 34-35.



- C. Matching main ideas and paragraphs (Continued).
- 3. I. Florida tourists are always eager to see the Marine Studio at St. Augustine, where forty thousand creatures of the deep live in two huge tanks. Two hundred portholes are arranged at different underwater levels, and through them people can see the fish living just as they do in the ocean itself.
 - II. The fish are well fed so that they will not eat each other. The sharks and other large fish are fed under water by men wearing diving suits. Four times a day a hugh brass bell is lowered into the water and rung. As it resounds throughout the tanks, the fish come flocking for their food.
 - III. Visitors always like to watch Grumpy, a three hundred pound turtle, who loves to sneak up behind a diver and try to knock him over or take a nip at his thighs. Grumpy had to wear a muzzle for a while because he had such bad manners.
 - IV. Every day the tank walls must be well scrubbed to rid them of tiny green water plants. Every two weeks workers use a sort of vacuum cleaner to sweep up the sand, stones, and shells on the bottom of the tanks. This "carpet" is then boiled in a huge vat. Plant growths that are dangerous to fish are killed by this method.
 - V. When more fish are needed, men go out into the ocean to get them in a boat with a great tank set in its stern. Because a fish may object to captivity and become injured by battering itself against the tank walls, it is put to sleep with drugs. In that way, dangerous fish may be handled safely.
 - VI. Photographers who wish to film these streamlined creatures in their native haunts come to the studio. Many scientists come there also to study the habits of the fish. Before the Marine Studio was built, not



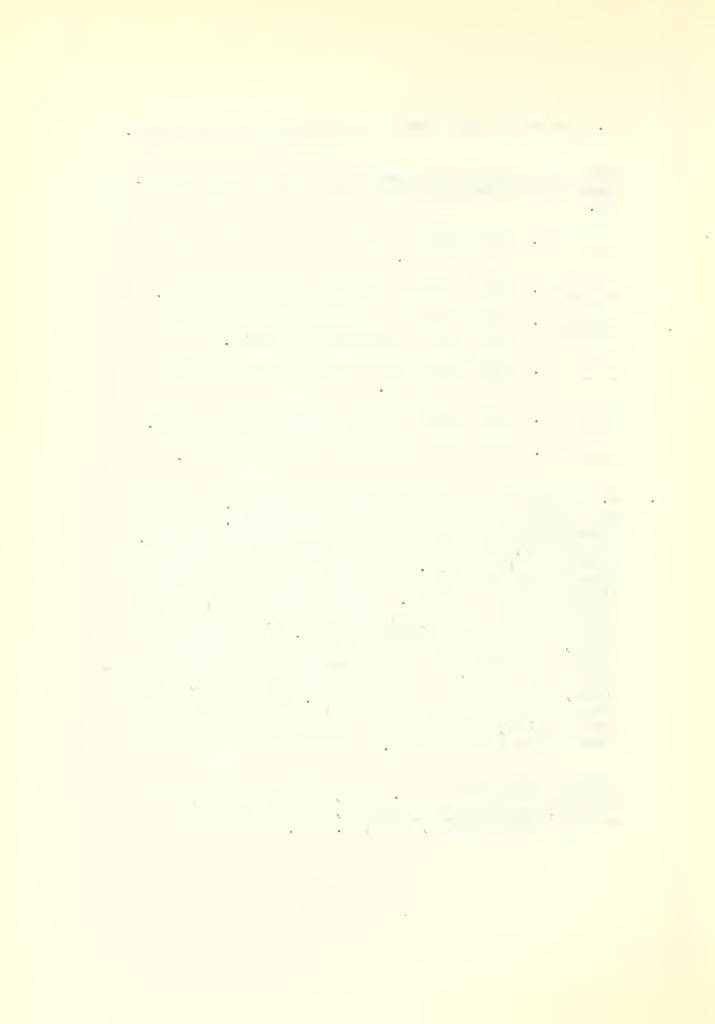
much was accurately known about life in the ocean.

Now many of the mysteries of the sea are being cleared up.*

A. The heavy turtle is an amusing sight

- A. The heavy turtle is an amusing sight to visitors.
- B. The fish are obtained from the ocean.
- C. The tourists are interested in seeing the fish at the Marine Studio.
- D. This studio has helped many in their study of fish.
- E. The tanks are kept clean at all times.
- F. The fish are given sufficient food.
- 4. I. Christian Dior was born a gentleman. It took a catastrophe to make him a dress designer. Dior was practically born with a silver spoon in his mouth. He grew up, the second of four sons of a wealthy soapmanufacturing family. At three, he was photographed wearing the costume of a rabbit along with a friend disguised as a chicken. When he was seven, a gypsy fortune teller told him, "Little boy, through women you will be a magnificent success." A year or so later, in grammar school, teachers began scolding Christian because he kept drawing the designs of children's and women's clothing in his notebooks, textbooks, and on examination papers. He confesses that something made him continue this drawing in spite of the scolding, and he admits the pleasure he received from the designs he drew.

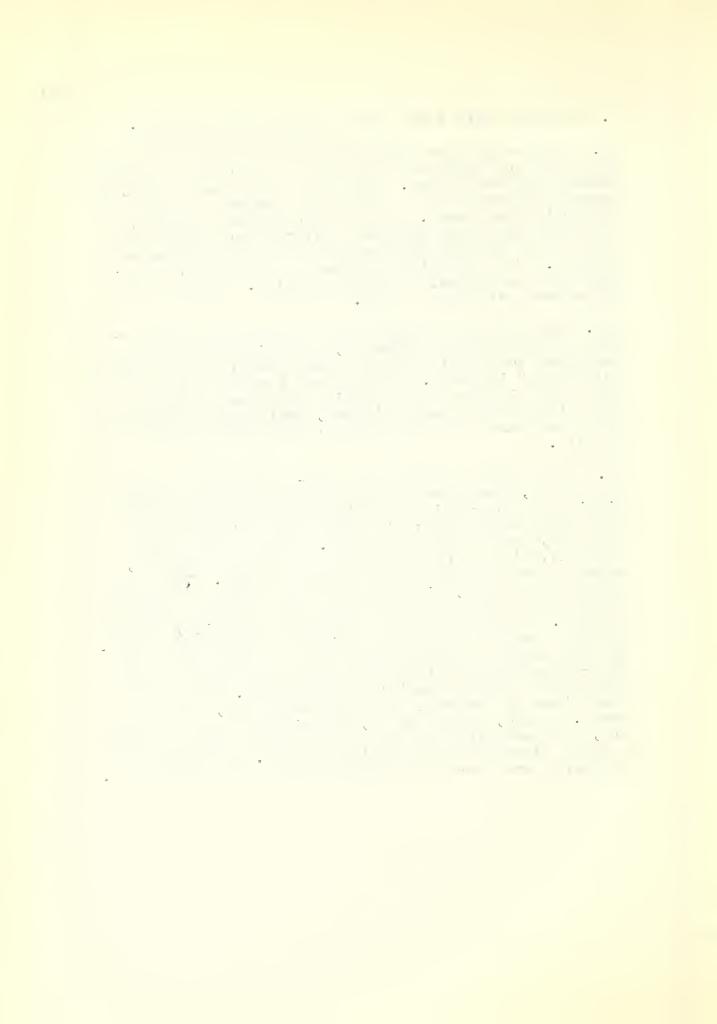
*Adapted from William S. Gray, Marion Munroe, Owen Horsman, Basic Reading Skills, Chicago: Scott, Foresman and Company, 1948, p. 133.



- C. Matching main ideas and paragraphs (Continued).
- TI. The family spent the winters in a smart Paris apartment and went to Granville, a fashionable Normandy resort, for the summer. The Dior estate was a huge, sprawling property with landscaped gardens and elegant high-ceilinged rooms. By the time he was thirteen, Christian regularly designed costumes for himself and his friends for the then popular Granville masquerade parties. "If Christian designed our costumes, we always won the prizes," a friend recalls. The little girls were very fond of him.

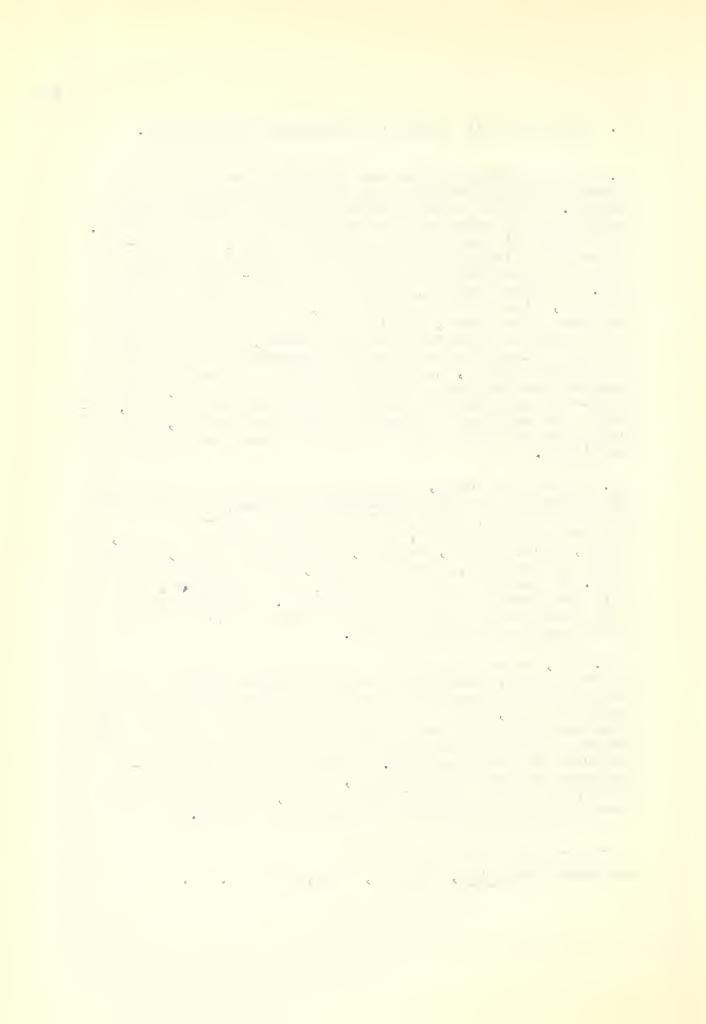
III. When his father urged him to take up the gentle-manly profession of diplomacy, Christian dutifully complied and enrolled at the "Ecole Libre des Sciences Politiques" in Paris. He received passing grades but spent all his free time studying music and talking art with the radical young painters, musicians and writers who later were to become Europe's most celebrated artists.

IV. Dior lived the life of a non-professional artist until 1932, when three castastrophes suddenly sobered him into the necessity of doing something productive; his father went broke; his financier decided he was a bad risk, and his health failed. In the subsequent struggle, Dior spent a year convalescing in Majorca, where he had a great deal of time to think. When he returned to Paris, Dior started the steady and methodical climb that was to lead him to his present position of fame. World War II was a mere interruption, during which he served a year as a private in the French army. He drew fashion illustrations for the newspapers; he free-lanced as a designer; he worked successfully as assistant to two of Paris' top designers. When the conditions in the world of women were ripe, Dior was ready. Alone, rather mousy, conscientious and methodical, this ambitious little Frenchman was about to mark a social change of international scope. The women of the world were ready to dance at the flick of his whip.



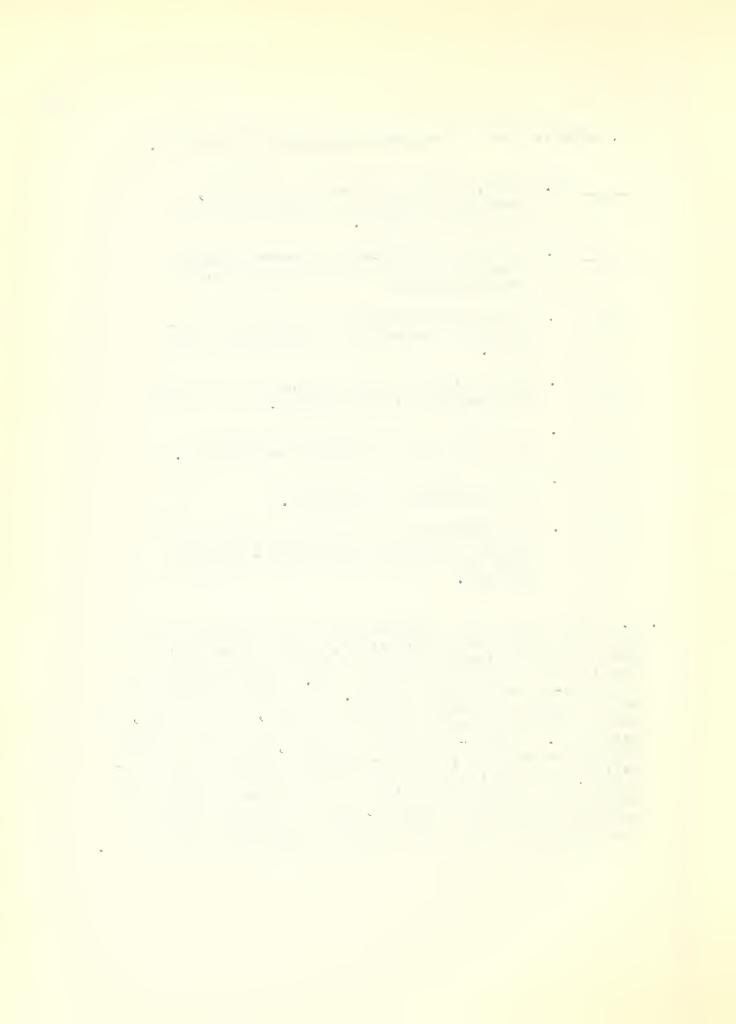
- C. Matching main ideas and paragraphs (Continued).
- For his efforts Dior was given the award by a Texas store for "outstanding service" in the field of design. Dior had always wanted to come to America, so he decided to come over and receive the award in person. During his six weeks in the United States, Dior combined the itinerary of an Alice in Wonderland tourist with the appointment schedule of a hard-headed businessman. Between parties, visits to New York and Chicago museums, dips in Hollywood pools, the opening of the San Francisco Opera, evenings on Broadway and exploratory tours of Chinatown and the Bowery, Dior had time to visit almost every important department store in the United States, talk with furriers and hosiery companies about mutually satisfactory arrangements, give good-will speeches to fashion groups in large cities, inspect the workings of American wholesale houses, and reject innumerable offers to endorse American cars and machinery.
- VI. After six weeks, several pounds heavier, Christian Dior boarded the Queen Elizabeth for home, bearing gifts for his friends: a refrigerator, some ready-made clothes for his nieces, three hundred pounds of sugar, flour, rice, coffee, candles, two cases of soap, several ties and sweaters, some new shoes, and a camel's hair coat. He had been torn to pieces, but altogether, his trip had been an unqualified success. He had pretty well found out what the American woman was, a problem which had long fascinated him.
- VII. Now, as women all over the world sit sewing in skirt facings, removing shoulder pads and feeding their families on spaghetti to save enough money to buy a new spring outfit, Dior sits in his musty old-fashioned Paris apartment quietly cocking his eye in the direction of the United States and checking with satisfaction the latest progress of the "New Look." According to some well-informed members of the trade, he is dreaming of the wonders he could work with his ideas, if he could use the manufacturing facilities of the United States.*

^{*}Adapted from Life, March 1, 1948, XXIV: p. 88.



C.	Matching	g main ideas and paragraphs (Continued).
	Α.	Dior, after a leisurely childhood, worked his way up to change the style of American women.
- April 1997	В•	Dior was interested in women's finery even in his youth, when he constantly drew pictures.
	C.	Dior sits dreaming of ways he can improve and encourage the American "New Look."
	D.	Dior returned from a successful business and social trip to America.
	E.	Christian Dior designed costumes in his teens for his family and friends.
	F.	Dior traveled to America where he was well received by everyone.
	G.	Dior enrolled in a school of political science to please his father, but his mind was mostly on the study of music and art.

5. I. At a time when there are more registered nurses in active service than ever before, many of America's hospitals are closing wards and whole floors because of the lack of qualified nursing care. This problem has a double-barrelled explanation. The basic reason for this dangerous nursing shortage is that, as a nation, we need a great deal more nursing care than we did a dozen years ago. Health-education programs, the growth of preventive medicine, health-insurance groups and hospitalization plans, the increase in the birth rate, the necessity of increased patient supervision brought about by new drugs and new methods, and the vastly expanded program of veterans' care have all combined to more than double the number of hospital admissions since 1935.



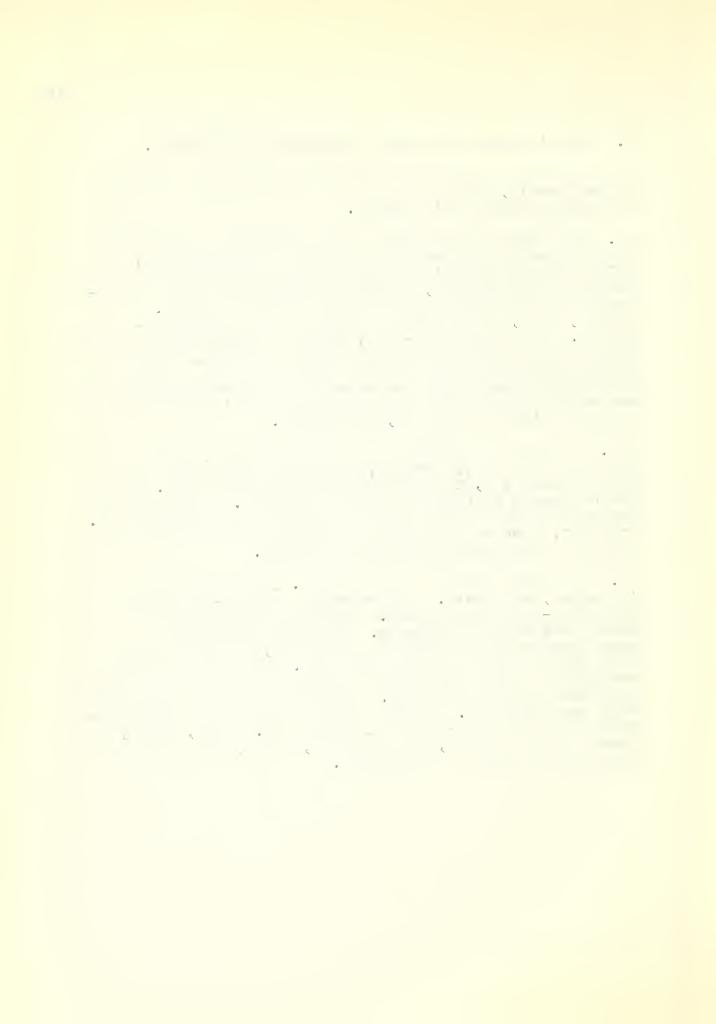
Unfortunately, there has been no corresponding increase in nurses to meet this demand.

II. Why aren't more nurses being trained? One answer can be found in a recent Department of Labor report, which sets the nurse's average wage for a forty-four hour week at forty dollars, a lean pay check for a job requiring at least three years of specialized schooling.

Nurses, then, would like to catch up with our fifty-cent dollar. A shorter work-week, salary adjustments for night and on-call duty, extended security benefits, sick leaves, vacations with pay and generally better living and working conditions are also listed on an economic-security program which the American Nurses' Association is advocating for its 155,000 members.

III. Despite the prospect of relatively low pay and working conditions, some 38,000 young women enrolled in this country's 1,250 schools of nursing last year. All these earnest novitiates hope to become R.N's after from two and a half to five years of study and practical work. Actually, some 65 per cent will finish their courses and enter the profession as graduate nurses.

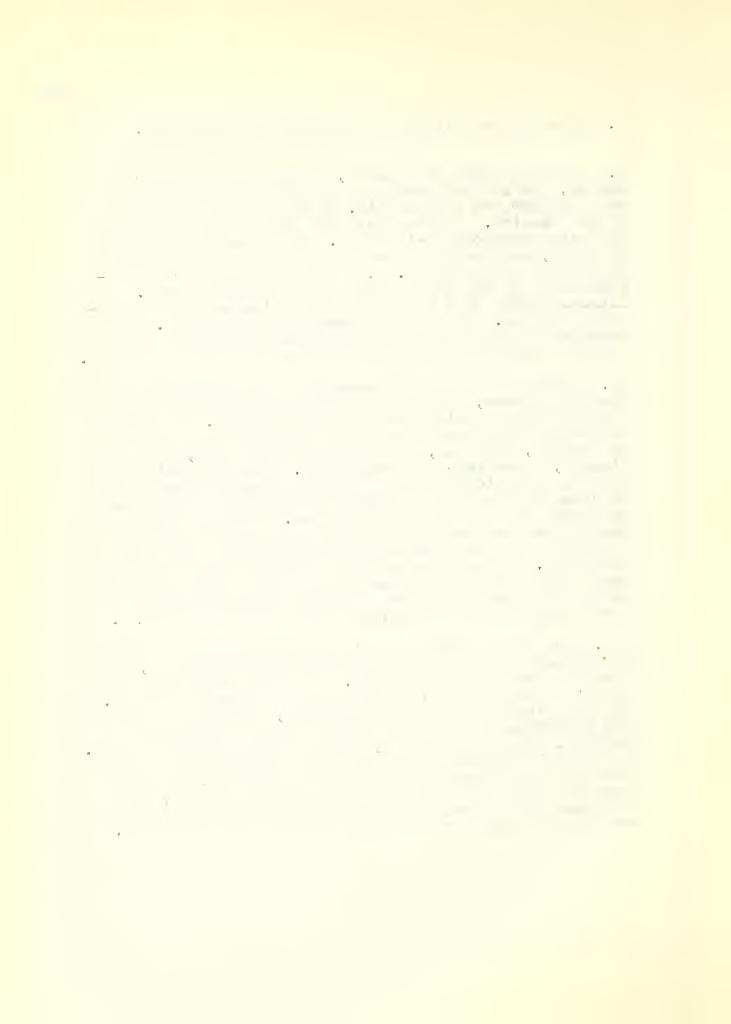
IV. A typical nursing school is St. Luke's Hospital in Racine, Wisconsin. Approximately thirty-two start the three-year course here. Twelve of these quit during the first six months. Marriage and illness cause another five to leave the school, so that about half of the class finally graduates. The policy of this hospital is that every girl who does not wish to stay will be helped to pack her bags. Only those who are willing to work are tolerated. Tuition for the course is twenty-five dollars plus a five-dollar breakage fee. Room, board, and laundry are provided, but uniforms, books, and incidentals have to paid for by the student.



- C. Matching main ideas and paragraphs (Continued).
- V. For the first six months, called the preclinic period, the student wears a blue cotton dress with a white collar and a black tie. School starts at seven in the morning. Classes last for eight hours a day, the late afternoons being free. The evenings are spent in study, and the girls are expected to be in bed with the lights out by 10:30. The girls are given one overnight pass or one late leave until midnight a week. Classes during this preclinic period include many difficult subjects. There is no work in the hospital. The pressure of this curriculum accounted for most of the initial dozen who dropped out during the first half year.

VI. After the capping ceremony and the completion of the preclinic phase, the student divides her time between classes and supervised work in the hospital. Classroom work during the remainder of the course includes a study of surgery, medicine, a study of nursing arts, and finally, operating-room techniques. The student's first duty "on the floor" is to fix the patient's flowers and to clean utility and treatment rooms where most of the hard work of a hospital takes place. The privilege of wearing the cap and the exciting possibility of being mistaken for a real nurse make up for these unpleasant realities. Actual work with the patient begins several weeks later when the student first gives baths and then moves on to more complicated nursing arts which she had first practiced on a dummy and then on her classmates.

VII. Much of a student nurse's early training is designed to impress a pattern of correct nursing techniques, so that they will become a habit. This not only saves the nurse's time but is also minimizes the chance of error. To help establish this habit pattern, students must follow the prescribed routine in making a bed, or feeding a patient, not ten or twenty, but fifty or a hundred times. No properly trained nurse will give a patient any medication without reading the label three times: first, when she takes the bottle from the shelf; second, when she pours it; third, when she replaces it on the shelf; and finally when she re-checks the medication ordered.



VIII. During the second year at St. Luke's, the student is given special duties. She serves in the diet kitchen, goes visiting with school and public-health nurses, and trains for three months as both circulating and scrub nurse. The second year also brings period of service in obstetrics, and three months each in pediatric and psychiatric nursing at the Milwaukee County Hospital. When the six months are completed at Milwaukee, the students return to St. Luke's as third-year students. They attend fewer classes the last six months, but by that time they are all studying for the state examinations. The examinations which consist of ten long written tests and several short papers on medical, surgical, and obstetrical complications, keep the girls busy for five days. If these examinations are passed, the student graduates a full-fledged R.N. She can now change her blue student's uniform for the white of a graduate nurse and pin on the red and gold St. Luke's pin. *

- A. St. Luke's is one of the many nursing schools where an excellent course is given.
- B. After the prospective student nurses are capped, their work is divided between classes and work in the hospital.
- C. There are many nurses in service now, but there is still a shortage.

^{*}Adapted from Saturday Evening Post, April 3, 1948, CCXX: p. 34.

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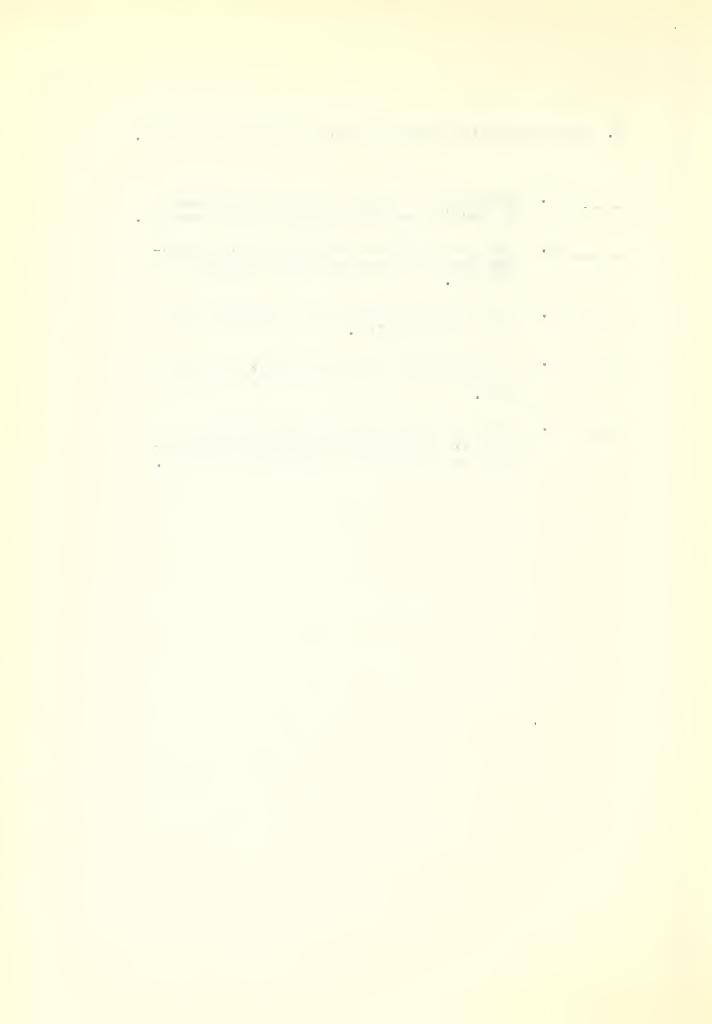
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C. Ma	atchi	ng main ideas and paragraphs (Continued).
	D.	There are a great many girls enrolled in nursing schools all over the country.
	E.	Most of a student nurse's early train- ing tends to encourage good habits in nursing.
	F.	The first six months are devoted to class instruction.
-	G.	A nurse's work is difficult, her pay is poor and working conditions are not good.
	H.	After training in many specialized fields, the student passes an examination and graduates a Registered Nurse.



Exercises to Develop Skill in Recognizing the Main Idea

D. Choosing appropriate titles

Directions

After each of the following paragraphs are three suggested titles for the paragraph. Select the best title and indicate its letter on the paper provided.

- l. France has over four thousand miles of rivers and over three thousand miles of canals. Together these give France a network of water transportation. The long, heavily-laden canal boats being slowly drawn from lock to lock are a common sight in France.*
 - A. Locks in France
 - B. Canal Boats in France
 - C. Rivers and Canals in France
- 2. During the early years of Rome, the people lived a simple life. They tilled their farms outside the city walls and built up their city. When Rome was in danger, the farmers left their work to protect their homes. As soon as their army was victorious, the Roman citizens returned to their fields.*
 - A. The Early Roman Farmers
 - B. The Romans Fought When They Were in Danger
 - C. Simple Life of Early Romans
- 3. Edgar Allan Poe's parents were actors. His beautiful and talented mother, Mrs. Elizabeth Arnold Poe, who was born in England, came from a family of actors. His father, David Poe, a resident of Baltimore, who

^{*}Lester Rogers, Story of Nations, New York: Henry Holt, 1945, p. 58.



D. Choosing appropriate titles (Continued)

had been trained as a lawyer, offended his family by marrying an actress and going on the stage. Edgar Allan was born in Boston, Massachusetts, on January 19, 1809. He was the second of three children, having an older brother William and a younger sister Rosalie.*

- A. Life of Edgar Allan Poe
- B. Parentage of Edgar Allan Poe
- C. Birth of Edgar Allan Poe
- 4. Andrew, the lucky dog, led such a luxurious life that you might have thought he was the king in disguise. He slept on a pillow in his mistress's room; he went by car to the hairdresser's twice a week to be shampooed; he had cream for every meal and sometimes he had oysters; and he possessed four overcoats with checks and stripes in different colors. Andrew's ordinary days were filled with the kind of things most people have only on birthdays.**
 - A. Andrew, the Spoiled Dog
 - B. Birthdays of Andrew
 - C. Life of a Dog
- 5. A mule deer buck with a forty-seven and seveneighths inch spread was killed in the Kaibole National Forest, Arizona. This figure exceeds by three-eighths of an inch the greatest spread of any mule-head whose measurements appear in the record book. The hunter,

^{*}Lou P. Bunce, In Sunshine and Shadow, New York: College Entrance Book Company, 1946, pp. 225-226.

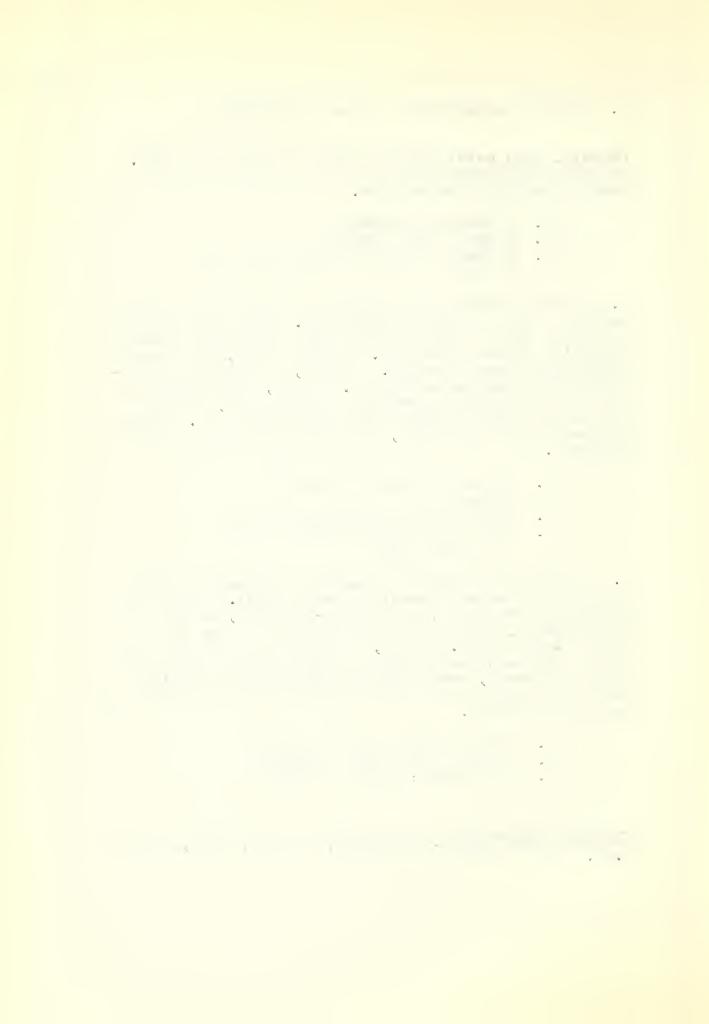
^{**}Adapted from Coronet, March, 1942, XX: p. 54.

D. Choosing appropriate titles (Continued)

however, will never see his name in the record book. He was killed within a mile of his success by a one hundred and fifty pound lion.*

- A. A Hunter's Revenge
- B. A Death for a Death
- C. A Hunter is Killed While Shooting a Deer
- 6. There are definite rules to be observed if one is caught in the open on a cold night. One can struggle all night with a fire or get a warm comfortable sleep depending on his knowledge. First of all, the person should wear warm clothing. Second, he should be careful about selecting a shelter. Third, he should build a fire on a rock and when it is going well, change the location and use the first spot for a bed. If one follows these directions, camping outdoors will be a pleasure.*
 - A. Always Wear Warm Clothing in Winter
 - B. Some Rules for Campers
 - C. Rules for Keeping Warm Outdoors on a Cold Night
- 7. Conrad was open to a charge of condemning David without so much as a semblance of a trial. David was physically repulsive, he was bad-mannered, he was an eavesdropper, and he may or may not have been an informer and a thief. Conrad, in actually approving the cruel treatment that David received at the hands of Dominic Cervoni, made himself a party to the brutal murder of David when Dominic knocked the boy unconscious and let him drown.
 - A. Conrad Takes Part in a Murder
 - B. It Pays to be Well Mannered
 - C. How Dominic Punished David

^{*}Adapted from Popular Mechanics, January, 1948, LXXXIX: p.47.



- D. Choosing appropriate titles (Continued)
- 8. The interior of the church was old but simple; on the walls were several mural monuments of the ancestors, and just beside the altar was a tomb of ancient work-manship, on which lay a sculptured likeness of a warrior in armor. The pews were beautifully decorated, but were not made for comfort.
 - A. Interior of an Old Church
 - B. Pews of a Church
 - C. Evidence of Ancestor Worship
- 9. Jane loved to go to the fair. She enjoyed the amusements such as the roller coaster, whip, airplanes, and the Ferris wheel. The candied apples, pop corn, and ice cream that she could have at the fair made her wish that every day could be spent at the fair. Her parents enjoyed the fair, also, and won prizes for their displays. Their happiness added to Jane's enjoyment. The excitement served as a good medicine for the whole family.
 - A. Prizes Won at the Fair
 - B. Jane at the Fair
 - C. Enjoyment at a Fair
- 10. It will not be too long before skiing will have to adopt a code of ethics to govern the action of the thousands of devotees who pour down the hills and mountains every week end. With the constantly growing accident list, to say nothing of the hundreds who are badly frightened, it is evident that something must be done.*
 - A. Need for a Set of Rules for Skiers
 - B. Checking of Careless Skiers
 - C. The Constant Growth of Skiing Interest

^{*}Adapted from The Boston Sunday Globe, February 29, 1948.

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Exercises to Develop Skill in Recognizing the Main Idea

E. Completing Outlines

Directions

Read the selections carefully and then complete the outline which follows each selection. The subordinate ideas are given. To complete the outline, it is necessary to fill in the main ideas. Indicate your answers on the paper provided.

Thousands of people are saved from tragedy every year by the Currency Redemption Division of the Treasury Department. Millions of dollars' worth of charred and rotted bills come to its offices in a steady stream. They come from people who have buried savings in a back yard, only to find the hoard almost unrecognizable a few years later. They come from people who have thoughtlessly hidden money in fireplaces and stoves, and then accidently set the bills on fire. They come also from people whose currency has been mutilated in accidents, in plane wrecks, or even been chewed to bits by cats and dogs.

In most cases, even when the money has been badly burned or mutilated, the division can reconstruct most of it, and send a refund to the owner. For thousands of people all over the country, these refunds have turned tears into smiles and changed disaster into hope."

- - A. Rotted savings
 - B. Burnt money
 - C. Money mutilated by accidents
- - A. Most of money reconstructed
 - B. Return of hope to many

^{*}Adapted from Coronet, February, 1948, XXIII: pp. 53-54.

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- E. Completing Outlines (Continued).
- 2. In the same year, 1783, that our American Revolution was finally brought to a close by the Treaty of Paris, was born the great Liberator of South America, Simon Bolivar. His hero throughout his short life of forty-seven years was George Washington. At the age of twenty-three, when he was a wealthy young lieutenant in the Venezuelan army, he swore an oath never to rest until his country had been delivered from the shackles which bound it to Spain.

To that solemn oath, Simon Bolivar was faithful to his dying day. He was forced to sacrifice everything, his fortune, his personal happiness, and his life itself, to the great cause of liberty.

To Bolivar nothing was impossible if it were necessary for the end to which he was devoting all of his boundless energy. Somehow, by sheer force of personality, he succeeded in inspiring his men with zeal. It was the same patriotic zeal which drove him through even more stubborn difficulties than Washington himself had to face.

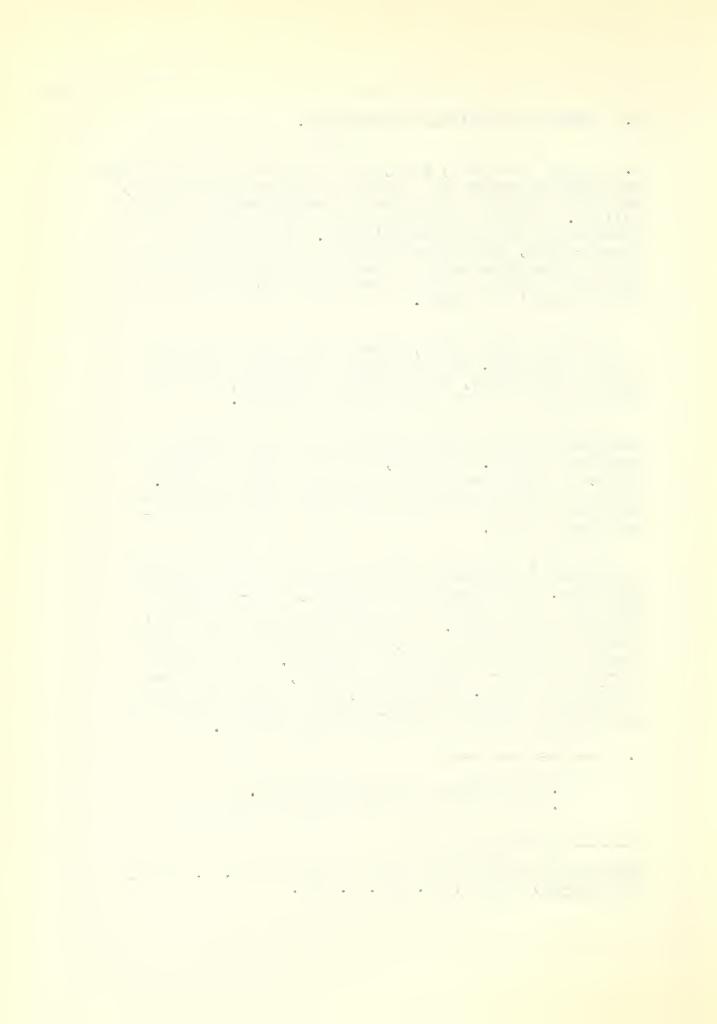
In 1819, Simon knew that a decisive victory against the Spanish conquerors was possible only by crossing the Andes. These were the towering, snow-covered mountains which separate Venezuela from New Granada, the present Columbia. He led a whole army over these treacherous icy mountains, which would have been impossible to a less courageous general. Then, only three days after reaching the valley, his army began to fight a battle. This battle, more than any other in Bolivar's amazing career, was the turning point in the struggle for South American Independence.*

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A. Worshiper of George Washington

B. Oath to deliver his country from Spain

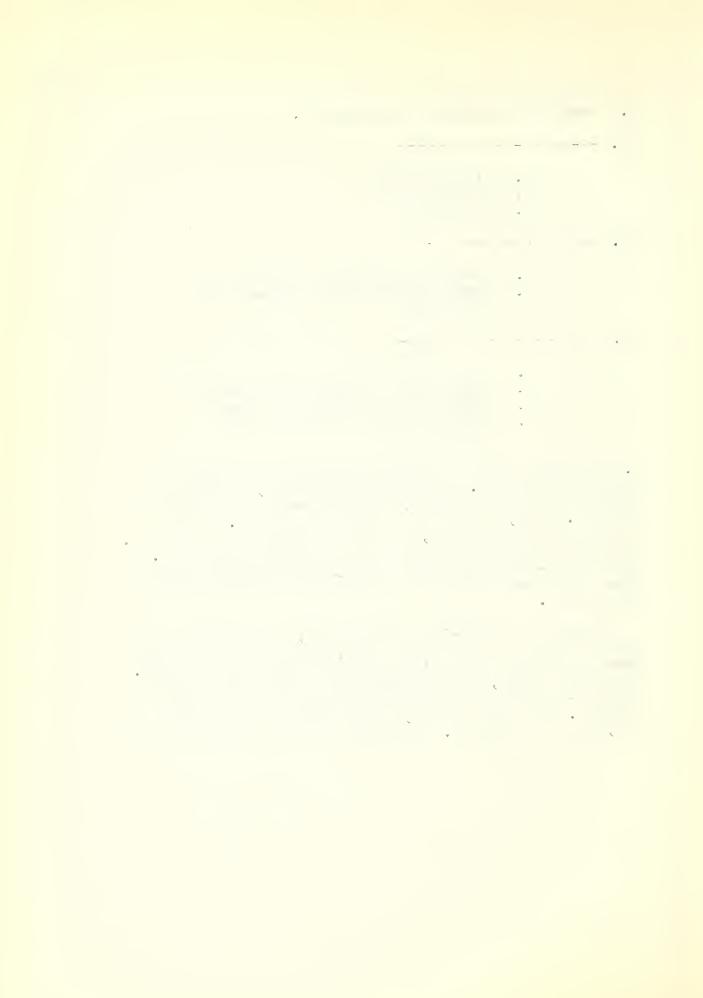
^{*}Adapted from Elizabeth Waugh, "Bolivar", E. A. Cross, Literature, Book 1, Op. cit. p. 259.



- E. Completing Outlines (Continued).
- - A. His fortune
 - B. His happiness
 - C. His life
- IIII.
 - A. His zeal inspiring to his men B. Found greater difficulties than
 - Washington
 - $\prod_{i=1}^{n-1} \bigvee_{i=1}^{n} \text{ and and now noted that specific their specific that the sect that the text contains the sect that the sect tha$
 - A. Treacherous trip
 - B. Impossible to any other general
 - C. Battle after only three days
 - D. Turning point in struggle for independence

3. Northern United States is echoing the sound of skis and ski tows. At Timberline Lodge, half way up Oregon's eleven thousand, two hundred and forty-five foot Mt. Hood, the skiing lasts six months. From November through April, there is fifteen feet of snow. All the rocks are covered and the holes are filled. Every week-end during this time, five thousand skiers come by bus and automobile from the surrounding towns and cities.

There is a mile-long chair lift, and within two hundred yards of the main lodge, there are three rope tows which pull the skiers up gentle or steep slopes. Below the lodge, four separate ski trails wind three and one-half miles downhill through the dense fir forests. The chair lift, which was built in 1937, cost \$80,000 to construct. It starts at the timber line and



E. Completing Outlines (Continued).

runs up into vast fields of unsheltered snow. A proof of the growth in the interest in skiing is shown by the fact that in 1933 there were no ski tows in the United States. Now there are about a thousand.

Skiers dot the snow-clad hills like specks of color on a white canvas. It is really a beautiful sight to behold. There are short slopes for the beginner and steep trails for the expert. It offers a wonderful time for young and old.

The Lodge, built at the timber line of Mt. Hood, cost a million dollars. It even has its own weather forecaster. One can pay as much as one hundred and twenty-five dollars or as little as thirty-five dollars, depending on the meals and the room desired. There is entertainment provided at night and a large room with fireplaces for those who wish to relax.*

- - A. Fifteen feet of snow for six months B. Five thousand skiers every week-end
- - A. Chair lift
 - B. Ski tows
 - C. Four trails

IV.

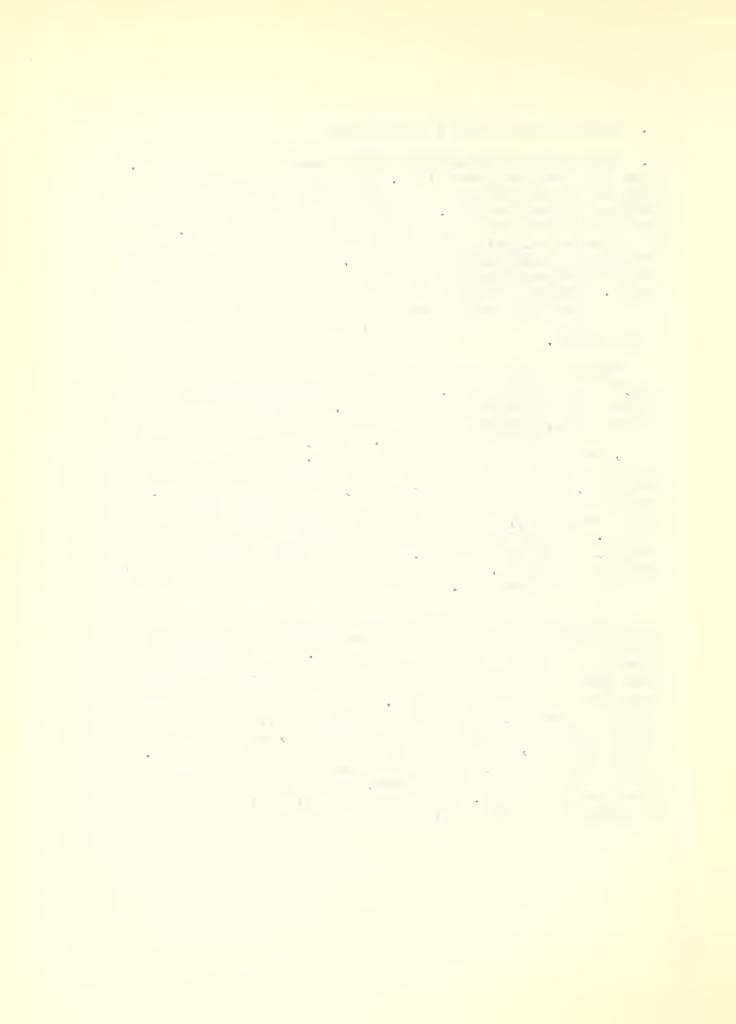
- A. Prices depend on meals and room
- B. Entertainment provided

^{*}Adapted from Life, February 23, 1948, XXIV: p. 76.

- E. Completing Outlines (Continued).
- 4. The average householder just pleads for a burglary. That is what burglars claim. They say that people signal that the coast is clear by any number of ingeniously dumb devices. Families close all the windows and pull down the blinds when they go out of town. They leave telltale stop-delivery notes in the bottle instead of telephoning the dairy. They forget to notify the newsboy and daily papers pile up ankle-deep on the stoop. Under the proper circumstances burglars love to tell how they walk down the street until they sight one of this kind of invitation, and then go in and clean house.

"It is really a big laugh the way people help you out," the burglars say. There is almost always a ladder somewhere around the house. In one out of three tries, someone actually lets you in by forgetting to lock the doors and windows. Then, once you are inside, people make it almost too easy. They hide their precious possessions in all the obvious places, under the rugs, behind the bric-a-brac, or in the mattress. Sometimes they are coy and cut holes in the floor to hide their cash, or even roll up their bills in window shades. "There is really no use going to all this bother," burglars explain. "Smart thieves know all the places anyway." All burglars find the householders' behavior very amusing.

Police miss the humor of the situation completely, particularly since over ambitious thieves have almost doubled the labors of the law lately. Burglaries have increased nearly fifty per cent since 1944, which means that where two burglars roamed the streets in war days, three are on the loose today. Half of the burglaries could be avoided, according to the police, if people would just stop telling themselves, "Oh, nobody ever breaks in here," and stop leaving the latchstring out. Until they do this, police say that they will have to go on the way they always have, catching the burglar after he has stolen. People get the notion, veteran policemen will tell you, that burglaries are solved



E. Completing Outlines (Continued).

as homicides are handled in the best-seller murder mysteries. In the popular view, a self-confident detective, who says little but thinks much, walks in and looks over the ransacked home with an all-observant eye, and solves the crime.

Though the police sometimes do solve a burglary by coming upon such clues, one burglar used to bore a ring of holes around the lock and then just push it in.

Because burglars are rarely seen at work, they are the toughest of all criminals to catch and convict. A good one is as nimble as a cat, skillful as a locksmith, and nervy as a commando. State laws are full of loopholes, and a policeman practically has to catch a house-thief red-handed or he will escape prosecution for lack of evidence. When a conviction is obtained, it is usually because the police have arranged to be around when the burglar broke into the house and have caught him with the goods.

It is easier, however, to arrange a date with a tenpound rainbow trout. Police sometimes start trailing
suspects on tips from informers; sometimes they just
watch a known criminal until he robs again, and sometimes
they get a line on a practicing thief by tracing stolen
goods. Most burglaries are solved, however, by hardworking detectives who go into an area filled with thieves
and just wear out tires and shoe leather until they catch
the culprits.*

A. Close up houses

B. Leave stop-delivery notes

C. Allow newspapers to pile up

^{*}Adapted from The Saturday Evening Post, April 3, 1948, CCXX: p. 18.

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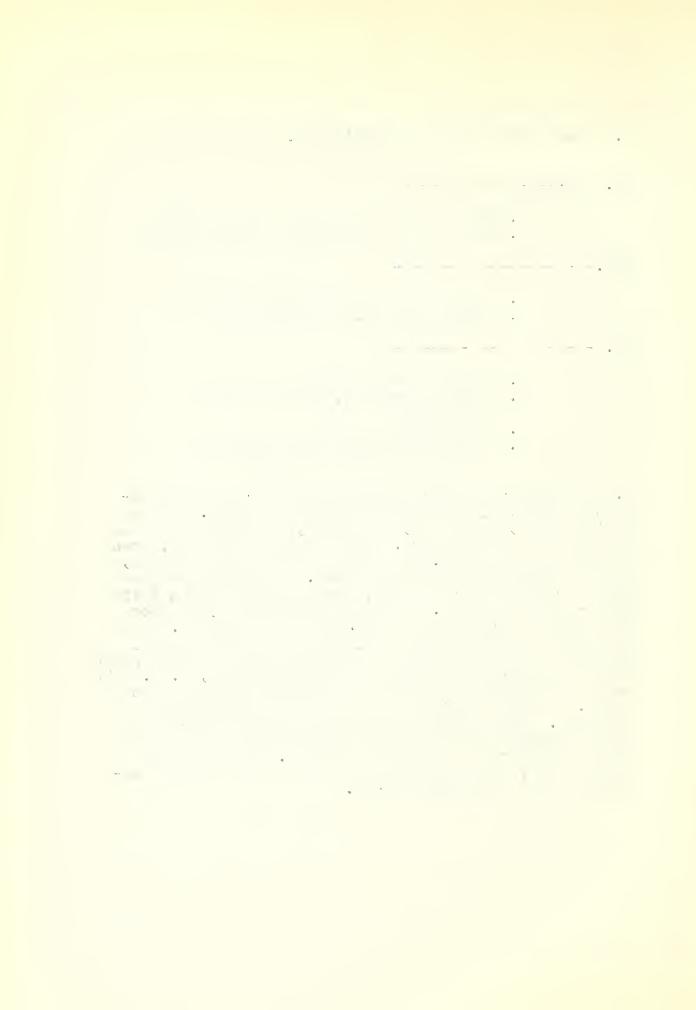
E. Completing Outlines (Continued).

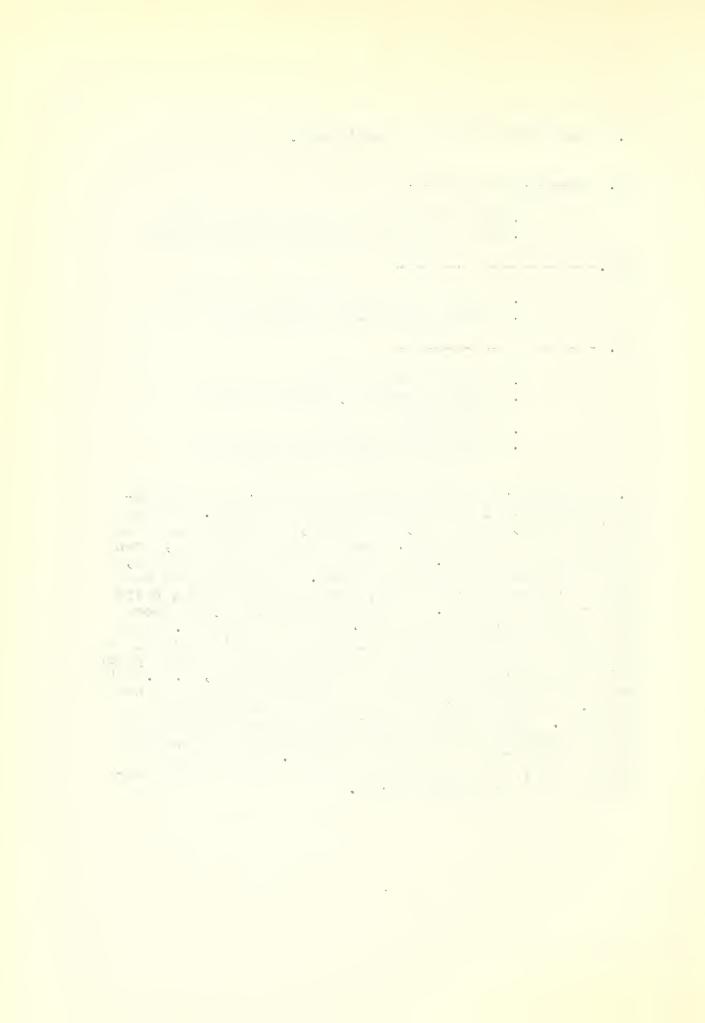
- A. Provide means to enter their houses
 B. Hide their possessions in easy places
- ____
 - A. Refuse to take ordinary precaution
 - B. Wrong conception of burglars

IV.

- A. Rarely seen at work
- B. Hard to convict, unless caught with goods
- C. Clues hard to find
- D. Solved only with much effort on the part of the detective

5. The minute you walk through the doors of a broadcasting station, you enter a world of clocks. There isn't a room, an office, a hallway, a workbench, or a studio without its clock. In the radio business, even a second is precious. To keep track of every second, radio stations use special clocks. In addition to the usual hour and minute hands, radio clocks have a third hand - a big red one. Round and round the clock face this big red hand goes, ticking off the seconds. Each clock is absolutely accurate, even to asplit second, because it is controlled by Arlington Time Signal, given out by the Bureau of Standards at Washington, D. C. The Arlington signal is the most accurate timepiece in the world. It never varies even so much as a fraction of a second. Since all clocks in an entire coast-to-coast radio network are controlled by this same signal, they click together with perfect accuracy. Once an hour every clock, from coast to coast, is automatically adjusted by the Arlington signal.





E. Completing Outlines (Continued).

In addition to clocks, radio directors time programs with wigwag signals. Let us step into a broadcasting studio while a program is "On the air". The director dares not speak for his voice would be heard by the millions tuned in on the program; but his hands, darting here and there, carry his messages to the cast. If the program moves too fast, he works his hands back and forth in front of him, as though he were pulling taffy. This signal means "Slow up." If he wants the actors to speed up, he waves his hand in a rapid circle, as though he were turning a crank backwards. If the program is timing just right, he may put his fore-finger to the tip of his nose. This odd signal means that the program has "Hit it on the nose." In other words, it is going just right. If an emergency arises, the director may find it necessary to slice his throat with his fingers - meaning "Cut!" or "Stop the program."*

- A. Necessary because time is precious
- B. Possess large red second hands
- C. Controlled by Arlington Time Signal
- D. Signal given by Bureau of Standards, Washington, D. C.
- E. All clocks in a coast-to-coast network regulated by same signal
- F. Automatically adjusted once an hour

- A. Necessary because silence is required during a program
- B. Moving hands as though pulling taffy means "Slow up"
- C. Rapid cranking motion means "Speed up"
- D. One finger on nose means "Just right"
- E. Slicing throat means "Cut"

*Adapted from Carol Hovious, Flying the Printways, New York: D. C. Heath, 1938, p. 406.

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UNIT III

Exercises to Develop Skill in Recognizing the
Important Subordinate Ideas



Exercises to Develop Skill in Recognizing the Important Subordinate Ideas

A. Choosing important subordinate ideas

Directions

Read each of the following paragraphs carefully. The main idea is stated at the end of each paragraph. Select the important subordinate idea from the three topics which follow it. Write the letter which indicates your selection on the paper that is provided.

l. Toy speedboats, made of plastic, run for several hours on the power of two standard flashlight batteries. A twist of the solid brass steering wheel starts the craft and plastic flags and a transparent plastic windshield give a realistic appearance. The tiny electric motor requires no lubrication and all parts are plated to prevent rust. The boats are red and white with blue trimming. They are demonstrated on a large table with a circular top which is designed to hold only a few inches of water."

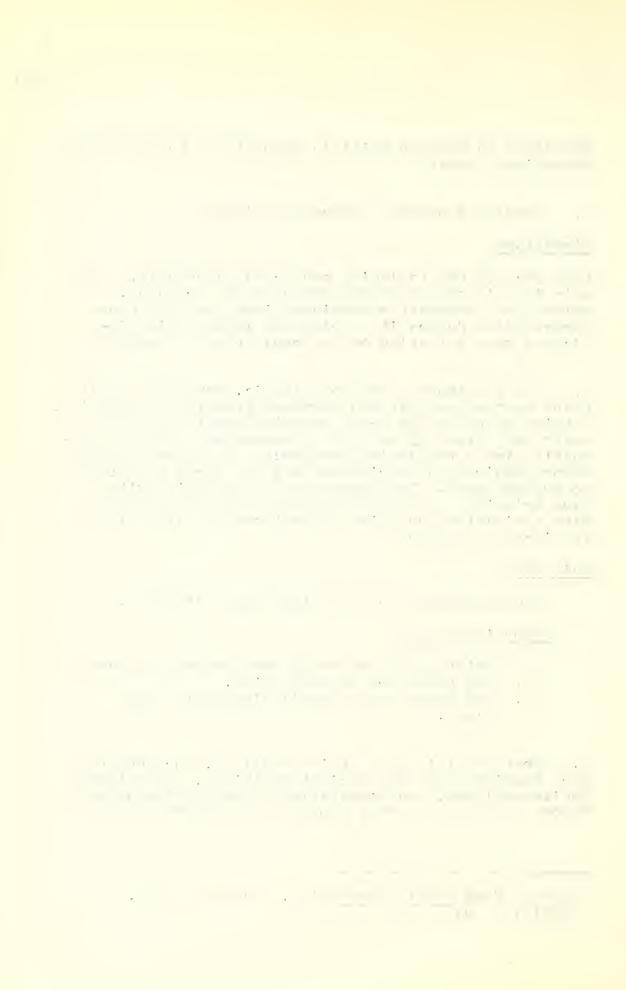
Main Idea

Toy speedboats run on flashlight batteries.

Subordinate Idea

- A. Twisting the steering wheel starts the craft.
- B. The boats are red and white.
- C. The boats have plastic windshields and flags.
- 2. When we visited an Indian dwelling, our daughters were fascinated by the ancient buildings, the friendly Indian children, and especially by the beehive ovens before the houses. They managed to make one of the men

^{*}Adapted from Popular Mechanics, December, 1947, LXXXIX: p. 94.



A. Choosing important subordinate ideas (Continued)

understand that we would like to buy some bread, and the woman took it out on a long-handled shovel and wrapped the smoking bread in paper. We drove away talking of ovens older than the Indian variety, and thinking of history and timelessness. Suddenly there were giggles from the back seat. "Daddy," said our elder daughter, "she took the primitive bread out of her primitive oven, but she wrapped it in a page from Better Homes and Gardens!"

Main Idea

The Indians use primitive stoves to make bread.

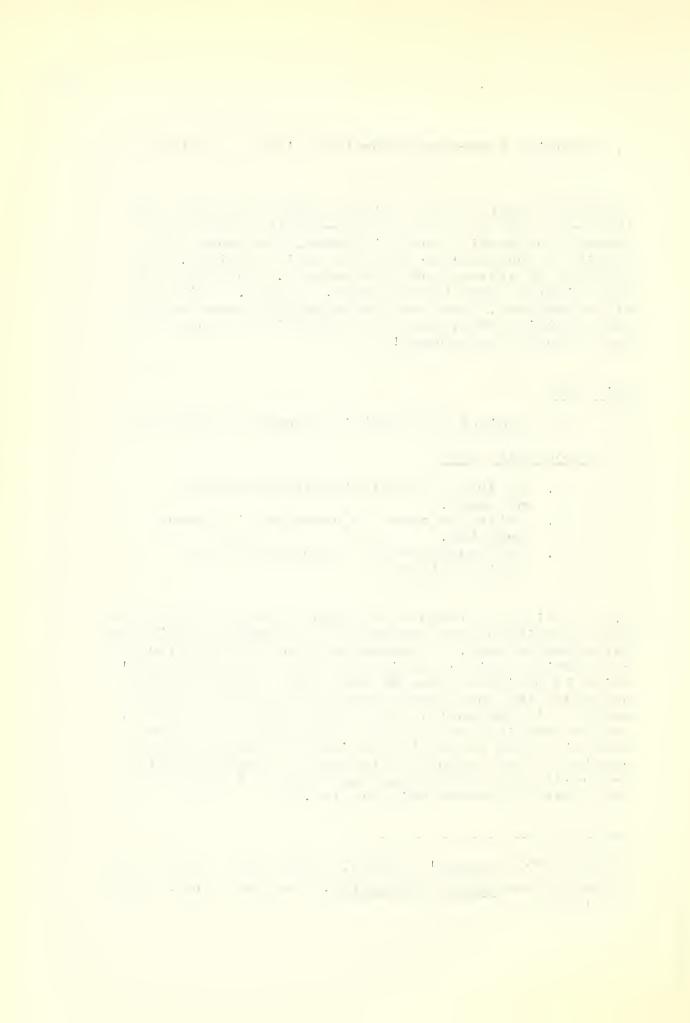
Subordinate Idea

- A. We drove away talking of the history of ovens.
- B. Primitive bread is purchased in modern wrapping.
- C. The daughters were impressed by the Indian children.

3. Making a telephone call from a train speeding between Washington and New York is as simple as using the telephone at home. A sound-proof booth in the lounge car provides privacy during the call. The passenger's voice is radioed to one of four relay stations along the route and then transmitted over telephone lines anywhere in the world. The system uses two channels, one for sending and the other for receiving, so conversations may be carried on just the same as they are carried on over regular telephones. Incoming calls are received by the stewardess at the switchboard and she pages the person being called.**

^{*}Adapted from Reader's Digest, April, 1948, LII:p. 81.

**Adapted from Popular Mechanics, December, 1947, LXXXIX:
p. 120.



A. Choosing important subordinate ideas (Continued)

Main Idea

It is a simple matter to make and receive telephone calls on a train.

Subordinate Idea

- A. A sound-proof booth assures privacy.
- B. Passenger's voice is radioed to a relay station where it is transmitted anywhere.
- C. The train was speeding between New York and Washington.
- 4. Roadside diners were once made from old rail cars, but Herman C. Weist has built his diner from a surplus C-54 plane. Few changes have been made on the outside, except for cutting off the wing and tail. Inside the plane is a dining-room with space for forty-two patrons. The rest is divided into a kitchen, washrooms, and a counter. Three fifty-foot flatcars were required to move the plane from Arkansas, where it was purchased.*

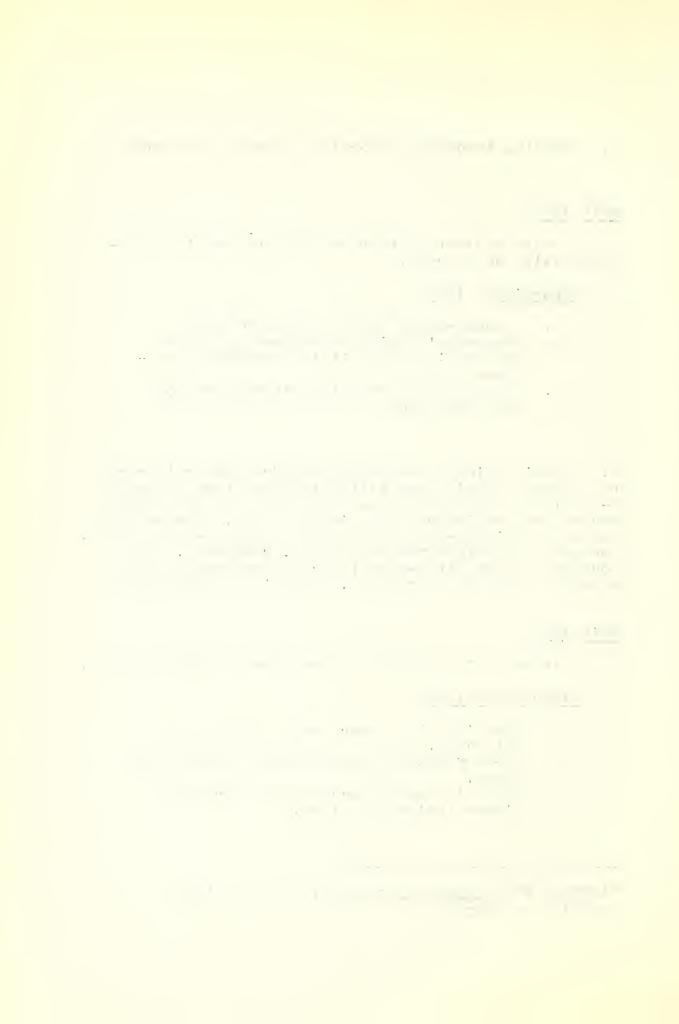
Main Idea

Herman Weist built his diner from a surplus plane.

Subordinate Idea

- A. Roadside diners were once made from old rail cars.
- B. Three flatcars were necessary to move the plane.
- C. There is room to accommodate forty-two diners inside the plane.

^{*}Adapted from Popular Mechanics, January, 1948, LXXXIX: pp. 90-91.



- A. Choosing important subordinate ideas (Continued)
- 5. On Ajax Hill, in the Rocky Mountain area of Aspen, Colorado, the longest chair lift for skiers has been erected. Passengers, mostly wearing skis, are carried up the hill to an altitude of 3,500 feet. The ride is a half-hour long and the speed of the lift is 270 miles an hour. Though swift, and sometimes treacherous, the ride is thrilling and not dangerous. The skier's reward at the top of the hill is a powdery snow and many varied trails, designed especially for the ski enthusiast.*

Main Idea

The longest chair lift has been erected on Ajax Hill.

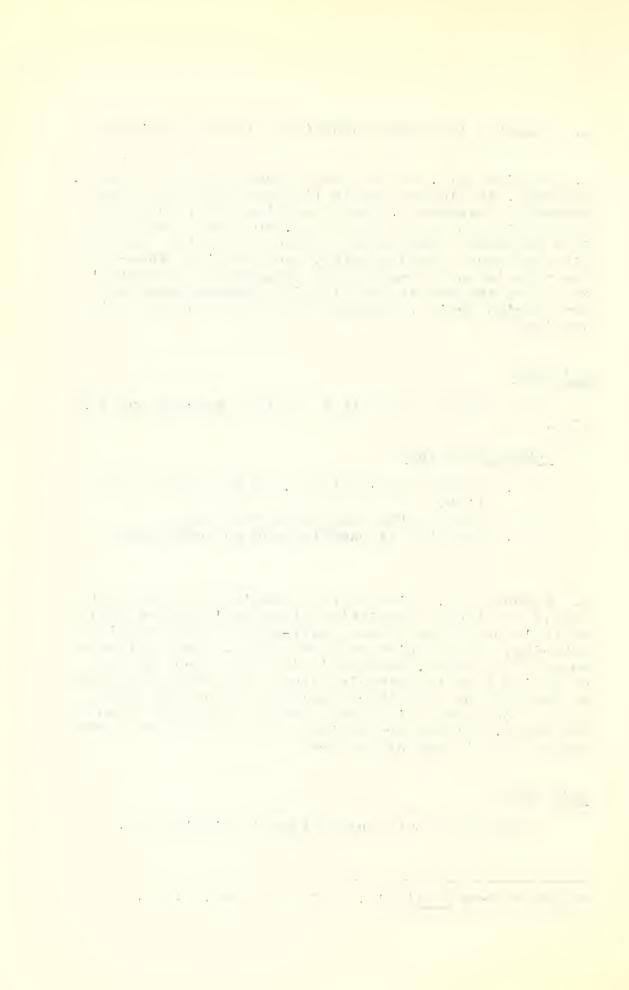
Subordinate Idea

- A. Skiers are carried 3,500 feet by the chair lift.
- B. Most of the passengers wear skis.
- C. The ride is exciting and not dangerous.
- 6. Hydroponics, which means approximately "water at work," is simply a variation of nature's oldest magic. It isn't really very new. Soil-grown plants require watering, a fact which everyone knows. The real purpose of the water, whether it is in the form of rain or coming from the watering can, is the dissolving out of the soil of the mineral salts on which all plants feed. Nourishment is taken from the solution through the roots. Plants are strictly soup eaters and cannot absorb food in any other form."

Main Idea

Plants can only absorb food in liquid form.

^{*}Adapted from Collier's, April 17, 1948, p. 40.



A. Choosing important subordinate ideas (Continued)

Subordinate Idea

- A. Soil-grown plants require watering.
- B. Hydroponics is not a new theory.
- C. Hydroponics means "water at work."

7. More than a hundred years ago a French scientist made plants grow in clear water in which soil had been previously soaked. From this achievement, it was only a few logical steps to today's technique. We can now take an emoty cigar box, punch one or more holes in the bottom for drainage, fill it with clean, rather fine gravel, and you have your garden bed. Seed it with whatever you wish, give it a southern exposure and begin feeding operations. It is really best to have just one drain hole so that a container can be placed under it to catch the plant-food solution as it runs out, for this can be used over and over indefinitely.*

Main Idea

Plants can be grown in water in which soil has been previously soaked.

Subordinate Idea

- A. The garden bed should have a southern exposure.
- B. Plants can be grown in empty cigar boxes.
- C. A French scientist experimented with this procedure over a hundred years ago.

^{*}Adapted from Collier's, April 17, 1948, p. 12.

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- A. Choosing important subordinate ideas (Continued)
- 8. The size of the Alaskan moose is unbelievable. The spread of its antlers is often 78 inches. A man stretched out full length could lie very comfortably within the tips. The males are six and one-half feet high, much taller than the average football player. The females are about three-quarters the size of the males. The huge creatures weigh as much as 1400 pounds. The struggles that take place between the males for mates and for leadership are won through both weight and strength.*

Main Idea

The Alaskan moose is a huge animal.

Subordinate Idea

- A. The animal weighs about 1400 pounds.
- B. The fight for supremacy is won through weight and strength.
- C. A man could lie within the tips of the antlers.
- 9. Most of the buffaloes in the United States disappeared through cruel and destructive killing about 60 years ago. At that time there were about 60,000,000 of these animals in our western plains. One reason for their slaughter was the cruel train hunts. Hunting parties left on special excursion trains for a four day trip. The train was stopped frequently to permit the passengers to shoot at the grazing buffaloes from the car windows. Even the train crews would take part in the sport. In a few hours dozens of animals were killed. These hunting expeditions resulted in the useless killing of many of the buffaloes.**

^{*}Adapted from Outdoor Life, October, 1948, p. 15.

^{**}Adapted from Popular Mechanics, December, 1947, LXXXIX: p. 16.

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A. Choosing important subordinate ideas (Continued)

Main Idea

Train hunts were responsible for the killing of our buffaloes.

Subordinate Idea

- A. The trip lasted four days.
- B. The train stopped often for the passengers to kill the buffaloes.
- C. Even the train operators did their share of the shooting.

10. A very strange mining process is the search for diamonds in Brazil. In the first place, the gems are found in the beds of rivers. During the dry season which extends from April to November, prospectors look for likely places in the dry river beds. When they have made a "location," they dig through the sand to the gravel level where the diamonds are found. The gravel is then dug out and piled up in large heaps. Then each piece of gravel, large and small, is carefully examined. Lucky miners find the diamonds attached to the gravel, from which they can be removed easily."

Main Idea

The Brazilians have an odd way of locating diamonds.

Subordinate Idea

- A. Miners examine the gravel for diamonds.
- B. The gravel is dug out and piled high.
- C. Diamonds are found in dry river beds.

^{*}Adapted from Popular Mechanics, December, 1947, LXXXIX: p. 16.

- # Exercises to Develop Skill in Recognizing the Important Subordinate Ideas

B. Matching subordinate ideas and paragraphs

Directions

Read the following selections carefully. After each selection there is a list of subordinate ideas. Match the subordinate idea with the correct paragraph. Indicate the number of the paragraph on your answer sheet.

- 1. The writings of Roger Bacon, the British friar, probably contain the first sensible ideas on aviation. Bacon scoffed at the thought, so widespread up to that period, that man could fly by attaching wings to his body, or by any other arrangement which required his own physical efforts to keep him flying. In some of his manuscripts published in the thirteenth century, this learned scientist even goes so far as to say: "There might be instruments to fly, so that one sitting in the midst of the instrument could turn on an engine by means of which, wings would beat the air after the manner of a flying bird, and the instrument could remain in the air for a long time."
 - II. Had Bacon gone a little further and suggested fixed wings, and had his engine drive a propeller, he would have had the fundamental operating principles of the present-day successful airplane. Again, had he been an experimenting mechanic, in all likelihood he would have stumbled upon these improvements. As luck had it, Bacon was not an inventor; he was a mere keenwitted theorist who worked ideas out on paper, and left it to the craftsmen to make them practical.
 - III. While his ideas caused much discussion among the best thinkers of his day, little or nothing ever came from them, at least, not in his own time. It remained for the Wright brothers, as we shall see, to elaborate on these ideas seven centuries later and produce the first successful controllable flying craft.*

^{*}Adapted from Rose Cohen, Flying High, Op. cit. p. 37.

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A Bacon was a theorist.

B The Wright brothers manufactured the first successful airplane.

C Bacon laughed at the idea that man could fly with home-made wings.

D A mechanic was needed to make practical the ideas of Bacon.

E Bacon published his theories in manuscript form.

Matching subordinate ideas and paragraphs (Continued)

- 2. I. Daniel Boone belonged to a family of eleven children. This was the average-sized American family in that day. He lived from 1735 to 1820. The Boone family always needed more room. From the days of his childhood, Daniel felt that elbow room was not only desirable but also necessary for a life of action.
 - II. His family moved from Pennsylvania to North Carolina. Daniel later went soldiering with the young riflemen of North Carolina. On his return from that adventure, he married Rebecca Bryan. They lived for a few years in Yadlain Valley near their parents.
 - III. Trouble with Indians made it necessary for all the Yadlain Valley settlers to hurry to Fort Dobbs. The fort became over-crowded, for every one needed its protection. Because Daniel and his family were among the last to arrive, they had to move on, and went northward into Virginia. No matter where his home and family were, Daniel was to be found there very little of the time. He went on expeditions into the wilderness fighting Indians, hunting for furs and game so much needed for food, and blazing new trails. One trip kept him away from home for over two years.

В.	Matching	subordinate	ideas	and	paragraphs	(Continued)
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IV.	The	West	with	n its	unli	lmite	d oppo	rtuni	ties	and	elbow
room	stes	adily	call	ed h	im ur	ntil	he fir	nally	packe	ed un	his
belor	nging	gs ar	nd wit	th hi	s fan	nily	moved	on to	Kent	tucky	
His e	eight	een	year	old	son,	Jami	e, was	kill	ed by	y the	
India	ans (on hi	s we	stware	d jou	irney	which	n ende	dat	the	place
we ne	ow cs	all F	Boone:	boro	igh,	Kent	ucky.				

A	about.
В	The family of Daniel rarely enjoyed his company.
C	Rebecca Bryan became the wife of Daniel.
D	Daniel lived from 1735 to 1820.
E	Many expeditions into the wilderness were made by him.
F	Jamie Boone, Daniel's son, was killed by the Indians during a journey to Kentucky.

- 3. I. "The transatlantic Clipper will leave for Bermuda, the Azores and Lisbon at 8 A.M. tomorrow from the Pan-American Airways' dock at LaGuardia Field. She will carry 3,900 bounds of mail in addition to twenty-nine passengers for Bermuda and twenty-three for Lisbon."**
 - II. Three times weekly such an item has appeared as shipping news in New York newspapers. Here it is, just fifteen years since Lindbergh set the world on fire by flying the Atlantic alone, yet several hundred men and women weekly have been walking up a gangplank in Lisbon or New York, to cross the same treacherous ocean by plane. These people are not heroes or flyers

^{*}Adapted from James Daugherty, "The Siege of Boonesborough." E. A. Cross, <u>Literature</u>, Book I, Op. cit.p.49. **Adapted from Coronet, March, 1942, XX: p. 264.

B. Matching subordinate ideas and paragraphs (Continued)

or adventurers. They are more apt to be fussy little men with brief cases or actresses glorying in the flashlight departure. Sometimes even there are children, traveling alone, children whose English parents missed them too much.

- III. Before boarding the Clipper, each passenger must step up to the counter where weights are checked on scales visible only to the clerk in order to spare embarrassment for overweight ladies. Few passengers ever have baggage in excess of the 77 pound limit, but the Airline clerks still fondly remember Anthony J. Drexel Biddle, who took thirty-four pieces of baggage, paying excess charges of more than \$2,000, almost five times his fare.
- IV. Next, immigration authorities examine all passports and the baggage is wheeled to a convenient corner,
 where the passenger may extract from it the articles
 he needs for the night. Toothbrushes, pajamas, and so
 forth, are all put into a waterproof zipper bag for the
 trip. Later some woman will complain that she forgot
 her mascara and cannot land without it. She will land
 without it though.
- V. With preparations almost complete, passengers are asked to go into a lounge for tea or coffee. This serves to round them up, and also to calm unsteady nerves. Here they hear the two bell signal, which means the crew is to go aboard.
- VI. Something of the glamor of the Clipper gets through to the least imaginative of her passengers during the trip. Most yield to frank curiosity and investigate the lounge, where one must go to smoke, and the large dressing rooms, where they will change for the night. At eleven o'clock they are told that they are halfway to Bermuda and that a buffet lunch is ready in the lounge.

B. Matching subordinate ideas and paragraphs (Continued)

VII. After the plane comes down in Bermuda, the door opens and a Bermuda official, in white ducks, comes aboard. All passengers are given an envelope in which their papers, personal and business, must be sealed. Then they are allowed to walk ashore. If they are energetic enough, they may take a swim. After two hours the loud-speaker announces the departure of the plane. The passengers troop back to the ship with the air of veterans. They are ready for the real adventure now.

VIII. This is what has been going on three times weekly aboard the Clipper. Three days after her departure, New York papers would carry another item: "The transatlantic Clipper arrived this afternoon carrying twenty-one passengers from Lisbon, twenty-seven from Bermuda, and 3,900 pounds of mail."

A	Few passengers carry baggage in excess of 77 pounds.
В	If energetic, the passengers go for a swim.
C	A bell rings for the crew to board the plane
D	New York papers report the arrival of the plane in Lisbon.
E	The Clipper carries 3,900 pounds of mail.
F	The passengers are asked to seal their valuable papers in envelopes.
G	No one is allowed to see his luggage once the plane has started on its journey.
 Н	Many people cross the Atlantic weekly by plane.

^{*}Adapted from Coronet, March, 1942, XX: p. 264.

- B. Matching subordinate ideas and paragraphs (Continued)
- I The passengers investigate the lounge.
- J Some passengers will complain that waterproof bag contains forgotten necessities.
- 4. I. Many types of small radios have been developed as a result of wartime research. There are receiving sets, the size of a flat wallet, which bick up standard radio programs and two-way radio sets which are carried by means of a shoulder strap like a camera. In the Bureau of Standards' laboratories are short-range broadcasting stations the size of a libstick, with certain tubes, a little larger than a grain of rice.
 - II. These amazing little radios were inspired by one of the war's most devastating new weapons. This radarlike device mounted on the nose of an anti-aircraft shell, caused an explosion if it came within seventy feet of a plane. Before its use, anti-aircraft fire was well known to be inexact. In the battle of Britain it took twenty-five hundred shells to bring down one German plane. British and American scientists conceived the notion of sweating down a radio sending and receiving station into a space the size of an ice cream cone, so that it would fit into the nose of a shell.
 - III. Sturdy little radio tubes smaller than a half-smoked cigarette were made for hearing aids. These were made still smaller, and so strong that they could be fired from guns without damage. Before V.J. Day 140,000,000 of these tubes had been made and the cost had approached that of any standard tubes.
 - IV. A further development which came late in the war, was the printed circuit. In the back of your radio is a baffling maze of wires laboriously soldered into place

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B. Matching subordinate ideas and paragraphs (Continued)

by hand. Using an idea which had been hanging around for years, engineers in the Bureau of Standards learned how to print the wiring on their plastic sheets. Little lines of thick silver ink carried the current. An ink containing powdered carbon was used for resistance circuits. This process was perfected to the point where the circuits of a miniature radio set can lie printed on a bit of plastic, the size of a calling card. These printed circuits perform as well as wire circuits and are less likely to get out of order. New, rugged batteries were also developed.

- V. Since these sets use an ultra short-wave band, transmission is roughly limited to the line of sight. While a fire-watcher on a mountain top, or a passenger in a plane might talk with someone one hundred miles away, surface communication is limited to about five miles.
- VI. The new miniature tubes together with the printed circuits seem destined to revolutionize radio sets and other electronic devices. One workman can turn out about five hundred printed circuits in the time it now takes to wire one set. Today you can buy a radio for thirty dollars, which will perform much better than the two hundred dollar set that was purchased in 1927. This achievement was brought about by simplified manufacturing processes. Now engineers see even greater transformation on the horizon.*

A	Small tubes are made to resist gunfire.
В	The sets are limited to the line of sight.
C	Circuits are made of plastic.

^{*}Adapted from Reader's Digest, April, 1948, LII: p. 69.

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D Some two-way sets can be conveniently carried.

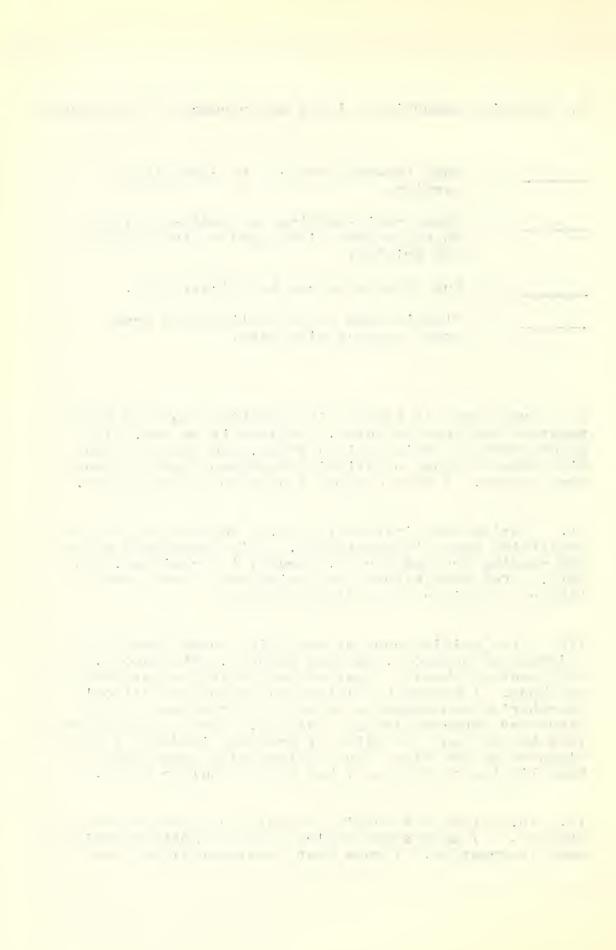
E These radio-sending and radio-receiving stations were first used by the Americans and British.

F Now these sets can be quickly made.

G Plastic sets are less liable to break down than the wire sets.

B. Matching subordinate ideas and paragraphs (Continued)

- 5. I. Every form of fun has its fanatics who love to get together and compare notes. Believe it or not, high-speed shorthand writing is a sport, and there are no fish more desirous of sticking together than the shorthand sharks. I know because I used to be one myself.
 - II. During the first World War, I worked for the War Industries Board in Washington, taking shorthand notes and running errands for Mr. Baruch, its chairman. In 1918, a few days before the Armistice, I was handed a letter to deliver to President Wilson.
 - III. The waiting room of the White House that day was a jumble of senators, cabinet members, ambassadors, and important brass. News of the Armistice was expected any hour. I handed the letter to one of Mr. Wilson's secretaries who asked me to wait a few minutes. The secretary returned looking puzzled, "The President would like to see you," he said. I trembled inside. I was eighteen at the time. My dealings with presidents had been limited to the one I had seen on dollar bills.
 - IV. Mr. Wilson was looking through some papers as I entered. "I understand you're quite a shorthand writer," was his greeting. I knew that President Wilson was



B. Matching subordinate ideas and paragraphs (Continued)

also a shorthand writer. "I hear you're pretty good yourself, Mr. President," I blurted out.

V. Mr. Wilson blushed, "I don't get much chance to practice these days," he said. "Mr. Baruch tells me you can write 200 words a minute. I wonder if you would mind giving me a demonstration." He handed me a pad and a pencil, and began reading a newspaper editorial at about 150 words a minute.

VI. As every stenographer knows, it is the reading back that counts. When he finished, I read the editorial back to him much faster than he had dictated it. Then, being a bit of a "show-off," I started at the bottom of the page and read the editorial backward. Mr. Wilson chuckled. Next, I picked up the paper and handed him the pad and pencil, "I wonder if you would mind writing for me, sir," I said, "I will take it easy."

VII. He rubbed his glasses on his sleeve. "Don't go too fast," he warned. I read the editorial about 100 words a minute, then I asked him to read it back. When I told him he had not made any mistakes, the president sighed like a child who had just finished playing a difficult piece on the piano. "If you don't mind, sir," I said, "I would like to keep them."

VIII. Woodrow Wilson reached for my shorthand notes. "We will exchange," he said. We shook hands. I walked out of the White House and back to my office floating on air.*

^{*}Adapted from Reader's Digest, April, 1948, LII: p. 31.

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В.	Matching	subordinate ideas and paragraphs (Continued)
	A	President Wilson was busy in his office.
	В	The stenographer went on errands for Mr. Baruch.
Controllerant Value	C	The stenographer asked to keep the short-hand notes of the president.
	D	Mr. Wilson began reading a newspaper editorial at about 150 words a minute.
	E	My dealings with presidents had been limited.
	F	High-speed shorthand writing has produced shorthand sharks.
	G	The stenographer asked Mr. Wilson to demonstrate his shorthand skill.
	Н	Mr. Wilson asked the stenographer to keep his shorthand notes.

Exercises to Develop Skill in Recognizing the Important Subordinate Ideas

C. Completing outlines

Directions

Read the selections carefully and then complete the outline following each one. The main ideas are given. To complete the outline, it is necessary to fill in the subordinate ideas. Indicate your answers on the paper provided.

1. The zones of the earth differ in many ways. Their climates are different. They produce various kinds of crops. In some of the zones even the surface features change.

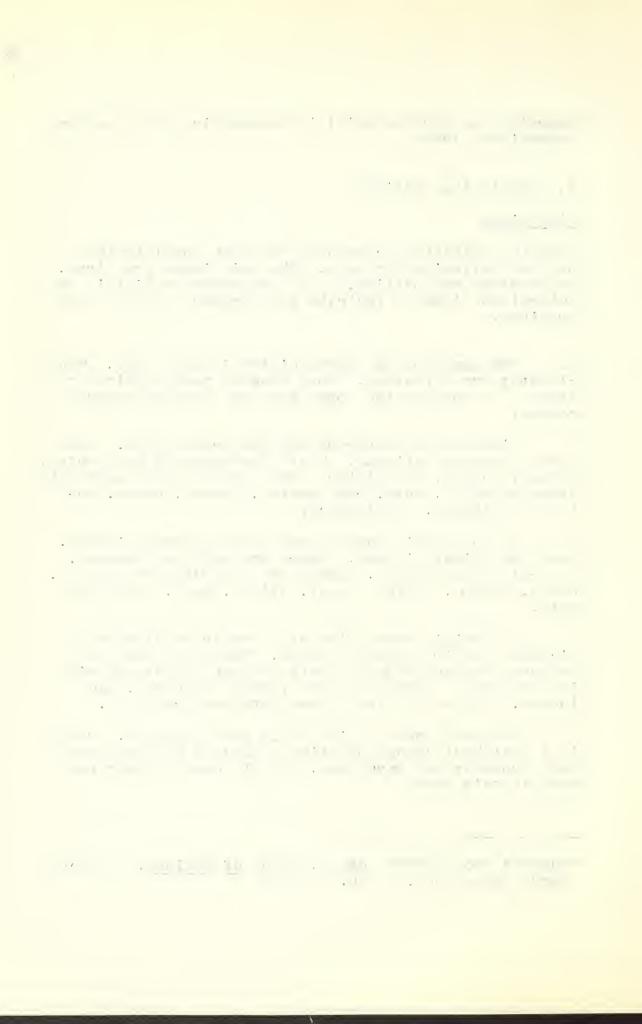
First let us describe the temperate zones. They have a moderate climate. Their four seasons are spring, summer, autumn, and winter. They produce such temperate crops as wheat, corn, rye, apples, grapes, pears, potatoes, cabbage, and lettuce.

In the torrid zones a new scene presents itself. Here the climate is hot. There are only two seasons, the rainy and the dry. Among the products are bananas, dates, cotton, coffee, sugar, olives, yams, and cocoanuts.

The frigid zones give us an entirely different picture. Their climate is cold. They have only two seasons—day and night. Their surface is covered with ice and snow. Except for furs, whale products, and lumber, little of value is now obtained from them.

The best zone to live in is the temperate. There is a healthful change of climate through all the year. Many products are developed. People can do their best work in this area.*

^{*}Adapted from Lester Rogers, Story of Nations, New York: Henry Holt, 1945, p. 50.



C.	completing outlines (Continued)	
I.	Zones of earth differ	
	$igwedge_{ab}$. We can one our can con can con can can can can can can	
	B	
	() o de	
II.	Picture of the temperate zones	
	A	
	B	
	C	
III.	New scene in torrid zone	
	A	
	B. the section on the section on the section on the	
	C_{ϕ} . One can	
IV.	A different picture in the frigid zo	ne
	A	
	B	
	C	
	D	

- C. Completing outlines (Continued)
- V. Temperate zone best to live in
 - A. ----
 - B. ----
 - C. -----
- 2. A king had three sons whom he loved dearly. One was very handsome, but had a fiery temper. The second was very wise, but proud. The third son was merely kind.

To decide which son would take his place after his death, the old king set a task for all of his sons. They were to do a good deed that would help the most people for the longest period of time. They had a year in which to finish the work. The winner would be the next king.

The sons set out to complete the task. The handsome son gave money to as many people as he could find. The wise brother had many books printed and given to all whom he met. The third son was satisfied to found schools and teach children to be kind and to love their fellowmen.

When they returned and told of their deeds, the old king declared the third son the winner. "Money," he said, "lasts only a short time and is soon spent."
"What is written in the books will soon be forgotten," he went on, "but love and kindness, planted in the hearts of children, will live forever and be handed down for many years to help the most people."*

^{*}Adapted from Richard Hovey, "The Task," E. A. Cross, Literature, Book 1, Op. cit. p. 200.

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o. Complecti	ig Outlines (Continued)
I. I	escription of king's sons
	A
	\mathbb{B}_{ϕ} and we are one for an inter the sate on the sate
	$\mathbb{C}_{-\phi}$ can no an an an or or on to the sec on an
II. V	lays of determing his successor
	A o man one can are now one one one one one one can
	B
III. T	asks accomplished
	${f A}$. On the period of the second of the second of the second of
	B
	(° ,
IV.	Sudging the tasks
	A .
	\mathbb{B} , we do not see the first the set of
	C

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- C. Completing outlines (Continued)
- 3. The killing of our wild animals, whether for food or for love of hunting, has reduced their numbers greatly. The few remaining buffalo, which used to roam across the western plains in vast numbers, are now to be found chiefly in zoos and national parks. In the forest the graceful deer have also been cruelly hunted. The great builder of the waters, the beaver, used to be most plentiful, but lovers of these wild creatures soon discovered that, unless something was done soon, these animals would disappear.

Accordingly, many steps were taken to save all this wild life. First, national parks, where the wild animals could not be hunted, were established. Then fees were charged for hunting licenses. As a third means, certain hunting seasons were put into effect and only during several months of the year could these animals be hunted. A final method was the limiting of the number of animals that could be killed at one time. The appointment of game wardens to make sure that all hunting laws were obeyed also was of great help.

At the present time the chief procedure used to help conserve forest life is the education of the public. The children in the schools are taught the value of these animals. State and federal governments issue booklets and other materials to teach the people the need of preserving animal life. Museums prepare interesting nature magazines and films to aid in this educational work. Thus the problem of saving our wild animals has been recognized and solved.*

I.	Kinds	of wild animals reduced by killing
	Α.	On 100 On On On On 100 On
	В.	ටම සහ වලා සහ සහ වලා සහ පල සහ සහ සහ මියි. එයු ඉහා එය

^{*}Adapted from Outdoor Life, October, 1938, p. 20.

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C. Comple	ting out	lines ((Continued)
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II.	Stens	takan	to	9110	animals
1 ± •	20002	Jakoli	60	Savo	all Illia La

A. ----

B. ----

C. -----

D. -----

E. ----

III. Education of public to save animals

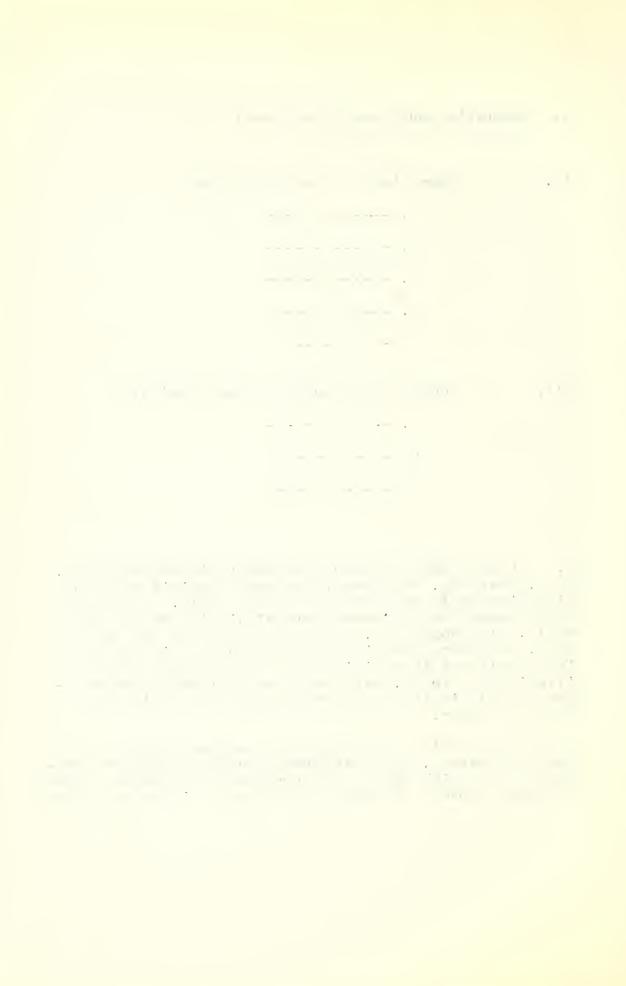
A. ----

B. ----

C. ----

4. About a hundred years ago beoble in Pennsylvania, Ohio, Kentucky, Tennessee, and West Virginia used to dig brine wells from which they made salt. They were much annoyed by the appearance of oil in some of these wells. In those days, there was plenty of use for salt, but there was little use for oil. Oil was used in a small way in medicine or as an unsatisfactory illuminant. Today, salt water and oil still occur together, but it is the oil wells that are spoiled by the salt water.

Early refiners met another annoying problem. In making kerosene, they extracted a rather explosive substance for which there was practically no market. They even had trouble in throwing it away. Rivers and ground



C. Completing outlines (Continued)

soaked in the dangerous substance burst into unaccountable flames. Therefore laws were passed forbidding dumping of the liquid, and the refiners were at their wits' end to get rid of it. Today, it is this fluid for which refineries are mainly operated. It is gasoline.

Just as dramatic as the stories of oil wells and gasoline is that of platinum. At one time it was so cheap that the Russian government used it for small coins like the nickel, and people who were fooled into buying a gold brick often found that under the thin coating of gold, they had a solid brick of "worthless" platinum. Then it was discovered that platinum would resist corrosion by many substances which attack other metals, and so is suitable as a container for corrosives. Since then it has steadily risen in value until now it is far more precious than gold."

I.	Oil once a nuisance in salt wells
	A and the two tables and the two tables and the two tables and the
	B
	D_{s} . We not
II.	Gasoline once a dangerous waste in manufacture of kerosene
	$oldsymbol{A}$, which were two
	\mathbb{B}_{s} . The rate rate and and and and and and an are an and an are an and an are an and
	C
	P.

^{*}Adapted from Carol Hovious, Following Printed Trails, New York: D.C. Heath, 1936, p. 252.



- C. Completing outlines (Continued)
- III. Platinum once thought valueless
 - A. ----
 - B.

 - D. -----
- 5. Our sheets, towels, blankets, raincoats and many household forms will soon have "wet strength." Wet strength is obtained with either of two plastic materials found in molded articles such as flashlight cases, and screw-on bottle tops. Either one can be added directly to the pulp, requiring no extra processing by heated rollers, which dry the mixture into finished paper and fix the particles in an indissoluble state. These particles bind the fibres to each other regardless of future wettings.

Wet strength does not mean the material is waterproof. Wet-strength paper will get just as wet as any
other, but even when wet, it will resist a break or
tear, and it may be made water repellent by treatment
with wax. A wet-strength paper bag consisting of several
layers of paper and waterproofing asphalt, recently
was filled with fifty bounds of flour and thrown into
the Niagara River. It blunged over the falls and was
bounded on the rocks below for seven and a half hours.
When it was recovered, the bag was still in good shape
for shipment; the flour was perfectly dry.

Wet-strength paper need not cost more than to-day's paper. On account of the added strength, the weight of the toweling paper, for instance, may be considerably reduced and still result in a more efficient towel. Although the wet-strength towel is no more absorbent,



C. Completing outlines (Continued)

its ability to stand up under punishment until fully saturated makes it do the work of two or three ordinary brown towels. Wet strength for the ordinary brown grocery bag is being introduced gradually. The householder will find these bags invaluable as liners for the kitchen garbage receptacle.

Perhaps the most striking demonstration of future possibilities is a house built entirely of paper which stands on the grounds of the Institute of Paper Chemistry in Appleton, Wisconsin. The materals for the eight-by-sixteen, one-room house cost fifty dollars. The inch-thick wall panels of board, much like the material in an ordinary shipping carton, are so strong that no framework is required. Although the paperboard was made by the older, makeshift method of wet strengthening, the house has withstood two years of exposure to the impossible Wisconsin climate.

The Appleton house stands as a symbol of a wholly new concept of paper. It forces us to discard all previous notions as to paper's limitations. One of man's cheapest materials has had its field of use extended manifold.*

I.	Wet strength easily made
	A
	$\mathbb{B}_{\mathfrak{g}}$. We this acc acc acc acc acc acc acc acc acc ac
II.	Wet-strength goods strong but not water-proof
	A , and can also can
	B

^{*}Adapted from Reader's Digest, September, 1946, L: p. 64.

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C.	Completing outlines (Continued)
III.	No more expensive than ordinary paper
	A o de so en de se en
	B
	C
IV.	Characteristics illustrated by paper house
	A
	B
	C
V.	Effect of experiment
	A
	В



UNIT IV

Exercises for Developing the Ability
to Write Paragraphs Which Best Express
Main and Subordinate Ideas



Exercises to Developing the Ability to Write Paragraphs Which Best Express Main and Subordinate Ideas

A. Choosing the best precis

Directions

Read the following selections carefully. After each selection is a group of three precis. Choose the best one and indicate the letter of your choice on the paper provided.

- l. A blizzard on the prairie is similar to a storm at sea; it never acts the same way twice. Each storm appears to have a method of attack all its own. One blizzard may be short, sharp, and high-keyed, while another approaches slowly, relentlessly, wearing out the souls of its victims by its long-continued cold and gloom. Some storms threaten for hours before they come; others leap like a lion upon the defenseless settlement, catching the children unhoused, and the men unprepared.*
 - A. Like a storm at sea, a prairie blizzard is extremely variable in nature. One storm may be short and severe, whereas another may continue relentlessly for a long period. Some snow storms approach slowly; but others come down suddenly with little warning.
 - B. A prairie blizzard is not like a storm at sea where the waves are high and powerful. I have seen many severe ocean storms. A prairie blizzard approaches slowly, and one can see it a long way off.
 - C. Storms, being extremely variable, may be short and severe, or long and relentless. Some approach slowly; but others come suddenly, without warning.

^{*}Adapted from J. Russell Smith, Our Industrial World, Philadelphia: J. C. Winston Company, 1940, p. 40.

1) .

- A. Choosing the best precis (Continued)
- The sonnet has a definite form very much as a man has. Leave off the first six lines of your sonnet, and you do what God does when he leaves off the legs of a man. A drama has a standard form very much as a human's desire for companionship. Write a drama in which the audience receives no spark in the action, and you have done what a desert island does to an individual stranded there. The novel has a standard form very much as a road has. You may set out anywhere you like and go anywhere you please, at any rate, but you must go somewhere, or you have made what is no more a novel than some engineer's road would be a road if it had neither beginning, end, nor direction. But the essay! It may be any length, breadth, depth, weight, density, color, savor, odor, appearance, importance, value, or uselessness which you can or will give it. Short, precise, and definite sentences bound it on one side, and a long discussion on the other, but it has in its time drawn upon the territory of both of them, and it doubtless will do so again. Look at the essay from another angle. It is bounded on one side by the inspiring sermon and on the other side by the mathematical demonstration; and yet it ranges easily between these extremes of heat and cold and occasionally steals from both of them. It differs from a letter by being written to more -- happily a great many more--than one person. It differs from talk chiefly by being written at all. *
 - A. The sonnet, drama, and novel have definite standards, forms within which each kind of writing is definitely limited. Remove a part of the sonnet, eliminate the spark of action from the drama, or deprive the novel of its purpose, and you have taken the essential part of each one. The essay, however, differs. It is not limited, like a letter, for it reaches many; nor is it comparable to spoken language for it gains distinction by being written.

^{*}Adapted from Carl Van Doren, "A Note on the Essay," E. A. Cross, <u>Literature</u>, Book 3, Op. cit. p. 34.

- A. Choosing the best precis (Continued)
 - B. Unlike the sonnet, drama, and novel, the essay knows none of the limitations of these literary forms. In both style and subject, it enjoys the freedom of a limitless horizon.
 - C. The essay is boundless in its style and choice of subject. It may be of any subject, value, or usefulness; for it has touched, and doubtless will touch again, on any field it chooses.
- 3. It is no joke to start a fire in the rain. An Indian can do it more easily than a white man, but even an Indian has more trouble than the story books acknowledge. You will need a great quantity of birch bark, a large pile of dead limbs from the pine trees, and perhaps the heart of a dead pine stub or stump. Then, with infinite patience you may be able to tease the flame. Sometimes a small dead birch contains in the waterproof envelope of its bark a species of powdery, dry touchwood that takes the flame readily. Still, it is easy enough to start a blaze--a very fine-looking, cheerful, healthy blaze; the difficulty is to prevent its petering out the moment your back is turned.*
 - A. It requires a large amount of material and patience to light a fire in the rain. The hardest task is to keep it going once it has been lighted.
 - B. Even the Indians have difficulty in lighting a fire in the rain. You need birch bark, piles of dead limbs, and perhaps the heart of a pine stub. With patience and dry wood, you may be able to coax the flame. The most difficult part is to keep the blaze going after it has started.

^{*}Adapted from Stewart Edward White, The Forest, New York: Century Company, 1934, p. 140.

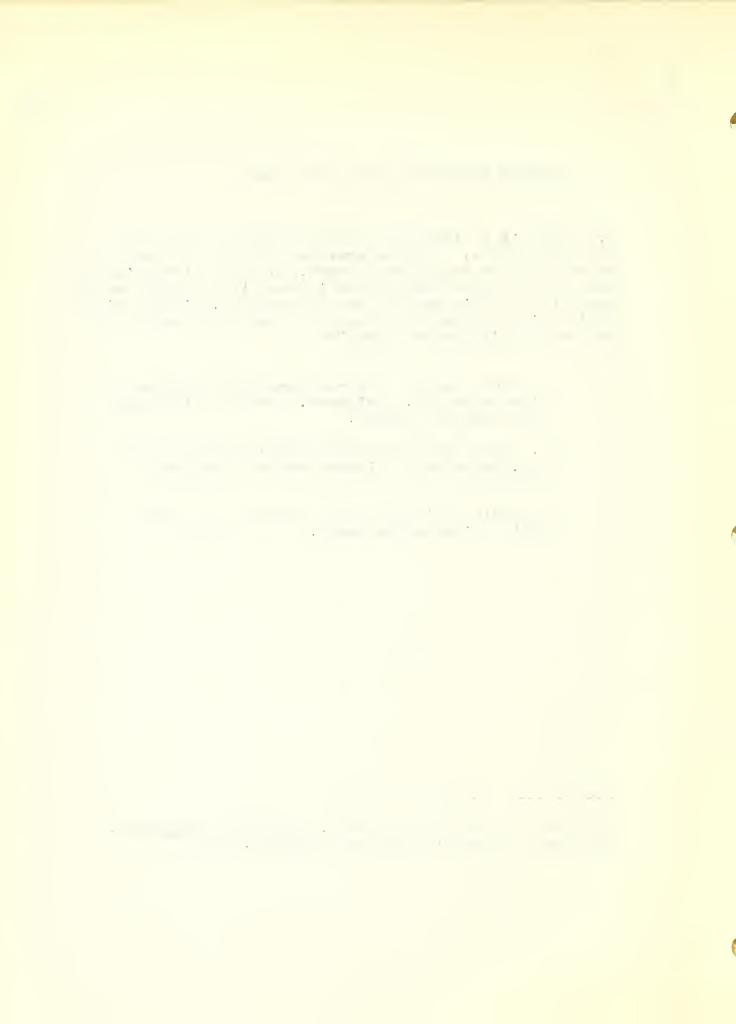
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- A. Choosing the best precis (Continued)
 - C. It is difficult to keep a fire going in the rain.
- 4. The judge's son had long ago won the admiration of the little butcher-boy. They had been playmates together at public school, and although the judge's son looked down from an infinite height upon his poor little comrade, the butcher-boy worshipped him with the deepest and most fervent adoration. He had for him the admiring reverence which the boy who can fight with nobody has for the boy who can fight with anybody. He was a superior being, a pattern, a model; an ideal never to be achieved, but perhaps, in a cruel, humble way to be imitated. There is no hero worship in the world like a boy's worship of a boyhero.*
 - A. The judge's son was the ideal of the butcher-boy. He was a superior being and a model which could be imitated only in a small way. There is nothing which is comparable to a boy's worship of a boy hero.
 - B. The butcher-boy loved the judge's son. He desired to imitate, as far as possible, the qualities which he found in the judge's son.
 - C. There is nothing with which to compare a boy's idolizing of another boy. It is deep and sincere, knowing no boundaries.

^{*}Adapted from Henry Cuyler Bunner, Autobiography, Boston: Charles Scribners' Sons, 1930, p. 110.

- A. Choosing the best precis (Continued)
- 5. "That is a difference that has always struck me," commented Jules. "Little sparrows open their mouths wide to receive the food offered them, but for a long time, they did not know how to take it even if it is put at the very end of their beaks. On the contrary, little chickens easily pick up from the ground the seeds and worms that the mother digs up for them."*
 - A. Jules said, "Sparrows open their mouths wide to be fed. Chickens, however, pick their food from the ground."
 - B. Jules said that baby sparrows have to be fed, while baby chickens are able to feed themselves.
 - C. Jules said that baby sparrows are dumb while chickens are smart.

^{*}Adapted from Jean Henry Fabre, Our Humble Huniblers, New York: Macmillan Company, 1940, v. 24.



Exercises for Developing the Ability to Write Paragraphs Which Best Express Main and Subordinate Ideas

B. Composing precis

Directions

Read the following paragraphs carefully and then compose a precis. A precis should include the main and important subordinate ideas.

- l. Alaska now has 91,000 people. This seems a skimpy population, indeed, in a land more than twice the size of Texas. Yet, it represents a 48 per cent increase in the number of whites since 1940. Governor Gruening states, "Without aviation and particularly the individual bush aviator, who will fly anywhere, at any time, there would be no real prospect of settling Alaska within our lifetime."
- 2. Governor Gruening is the only governor ever to visit every settlement, Indian and white, in the territory. This is a feat he attributes to the resourcefulness and skill of bush pilots. The governor's own son, Hunt, is a senior pilot for Alaska Coastal Air lines.*
- 3. The Indians were well acquainted with the secrets of the forest. The location of moss on the tree trunks gave them their direction. The position of broken bushes and twigs showed them where the animals they were hunting had gone. Certain heaps pointed out to them caches of food that might be very opportune in times of need. Their keen eyes helped them to distinguish good fruit and plants from those that were poisonous. The temperature and swiftness of the waters told them where many fish were to be caught.**

^{*}Adapted from Collier's, April 17, 1948, p. 91
**Adapted from Reader's Digest, April, 1948, LII: pp. 10-11.

- B. Composing precis (Continued)
- The village of Lake Placid, in the Adirondack Mountains of New York, is one of the best-known winter resorts in the world. Its four thousand citizens are satisfied to let it go at that, without inquiring into the reasons why. Every American, even if he knows very little about sports, brightens with interest when Lake Placid is mentioned. Foreigners are familiar with the name, and many stop by to take a look. The result is forty thousand vacationers, many of them previous strangers to the zero weather and a holiday in the snow. The stampede starts from Christmas and lasts until February 22. at the approximate moment the best snow of the winter begins to fall. Even free board and lodging couldn't shatter the impression that the Lake Placid season ends on February twenty-second, although skiing continues on near-by mountains until May fifteenth."
- It is hard to fail, but it is far worse to have 5. never tried to succeed. All things in this life are attained by effort. A man can only be freed from work if he or his fathers before him have already worked. If the freedom which he has purchased is rightly used and the man does actual work, he shows he deserves his good fortune. If, however, he uses this period as a period of mere enjoyment, he shows that he is simply taking a part of the earth's space. A life of ease is not in the end a satisfactory life, it is a life which ultimately unfits those who follow it for serious work in the world. In the last analysis, a good community can rest only when the men and women lead vigorous, healthy lives. The children should not be trained to shrink from difficulties, but overcome them. They should not seek ease, but should know how to triumph from toil and risk. The man must be glad to do a man's work, to dare and endure, and to labor. The woman must be the helpmate, the wise and fearless mother of many healthy children. **

^{*}Adapted from Holiday, February, 1948, p. 56.

^{**}Adapted from Theodore Roosevelt, "Effort," E. A. Cross, Literature, Book 2, Op. cit. p. 200.

TEST

1. Select the main and subordinate ideas of the following paragraph from the topics below. Indicate your answer as follows: I. Letter of the main idea, II. Letter of the subordinate idea.

The accurate taking of clear, vivid pictures is quite possible even with a poor camera. The selection of worth-while, attractive shots is not dependent on the instrument. Correct light exposure and proper placing of shadows are the result of the skill of the photographer. The marking off of proper distances and the steadiness with which the camera is held are also the product of the human mind and hand.*

- A. The knowledge of the photographer is important in taking pictures.
- B. Holding the camera steady is the most important phase of photography.
- C. Good pictures are possible with a poor camera.
- 2. Write the main and most important subordinate ideas of the following paragraph.

Fish feed where food is most plentiful and easiest to obtain. In limestone streams, this food is under the surface. The bulk of trout food in limestone streams is made up of crustaceans, nymphs of aquatic insects, water bugs, larvae, worms which live among aquatic plants, stones, and boulders. It is logical that an angler will be more successful here, if he uses nymphs, wet flies, or any lure that resembles the natural food of the limestone streams.**

^{*}Adapted from The Boston Sunday Globe, April 11, 1948.
**Adapted from Collier's, April 17, 1948, p. 18.

Test (Continued)

3. Make an outline of this paragraph.

The speedy building of Boulder Dam is a great tribute to fine engineering skill. First, careful planning on a large scale was necessary. Then, huge amounts of material had to be prepared. When the work actually began, thousands of men worked day and night. Special machinery was constructed to speed the work. Constant checking was necessary to prevent any weaknesses that might later lead to trouble. Neither time nor weather was permitted to interfere with the completion of the dam.*

4. Write a precis of the following paragraph.

The abundant life of the Virginian plantation may seem a thing of the past, as only a few can occupy these houses and re-create some of the elegance, gaiety, and plenty of the Golden Age. Yet, there are certain values from that age that all of us could have, and some we sorely need. The planter, although he was as busy as any executive today, never forgot to live. He had created a noble civilization out of the wilderness. The law and order that reigned on his plantation must reign elsewhere, or what he prized would not be safe. Thus it was, as a first and natural duty, that the planters of the Golden Age played a mighty part in framing our constitution. They built so well that we still turn back to their principles to know whether our course today is right or wrong.**

^{*}Adapted from Reader's Digest, Sentember, 1946, L: p. 41
**Ibid, p. 47.



CONCLUSIONS AND SUGGESTIONS

Several of these exercises were used in the sophomore English classes at Newton High School, Newton,

Massachusetts. They are included in the appendix of
this paper. This material was chosen from current periodicals and books sufficiently diversified in subject
matter, in the effort to stimulate and increase desirability for reading. The publis manifested an interest in the reading material on which the exercises were based. After the exercises were given, they were able to recognize the difference between the main and subordinate ideas. They realized, many for the first time, the correct organization of a paragraph or article. Although the exercises represented only a part of the set, they produced on the whole, favorable results.

Skill in comprehension includes many abilities in addition to the capacity for recognizing and expressing main and subordinate ideas. The possibility of constructing more exercises has by no means been exhausted. Exercises of the same nature could be made, if the pupils have not mastered the specific skills required in each type. Pre-testing would determine the type of drill needed. Such exercises could be constructed to develop

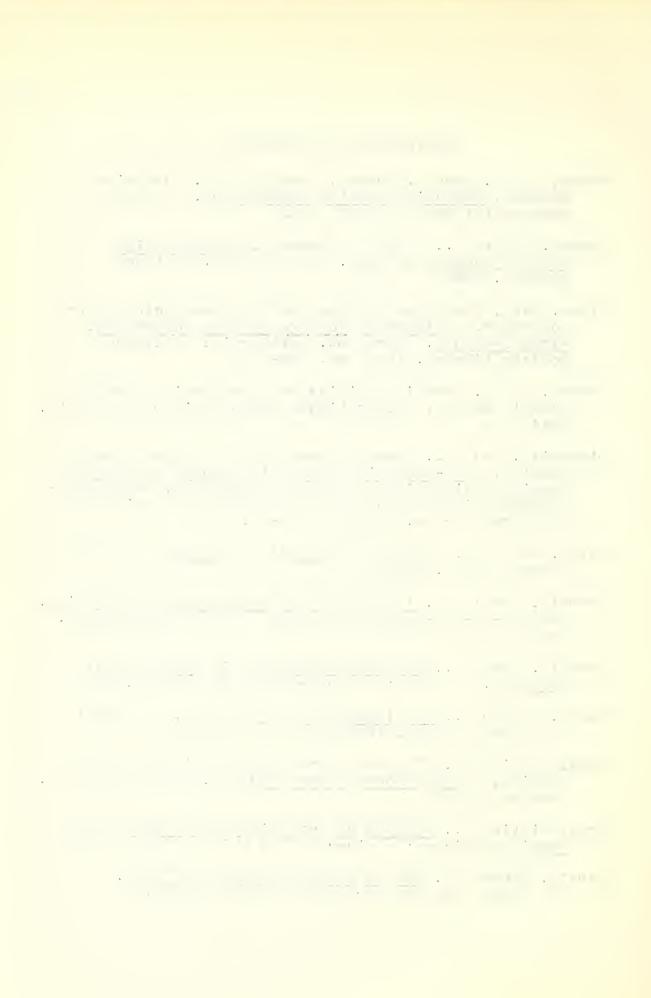
skill in following directions; precise and exact understanding; interpreting and judging material read; associational reading; and in other abilities.

In a field of educational endeavor where the possibilities for experimentation are many, and the achievements emerging from arduous and patient application of principles are realized; it is to be hoped that a goodly number will enlist their services for a work truly noble and humanitarian in its aims.

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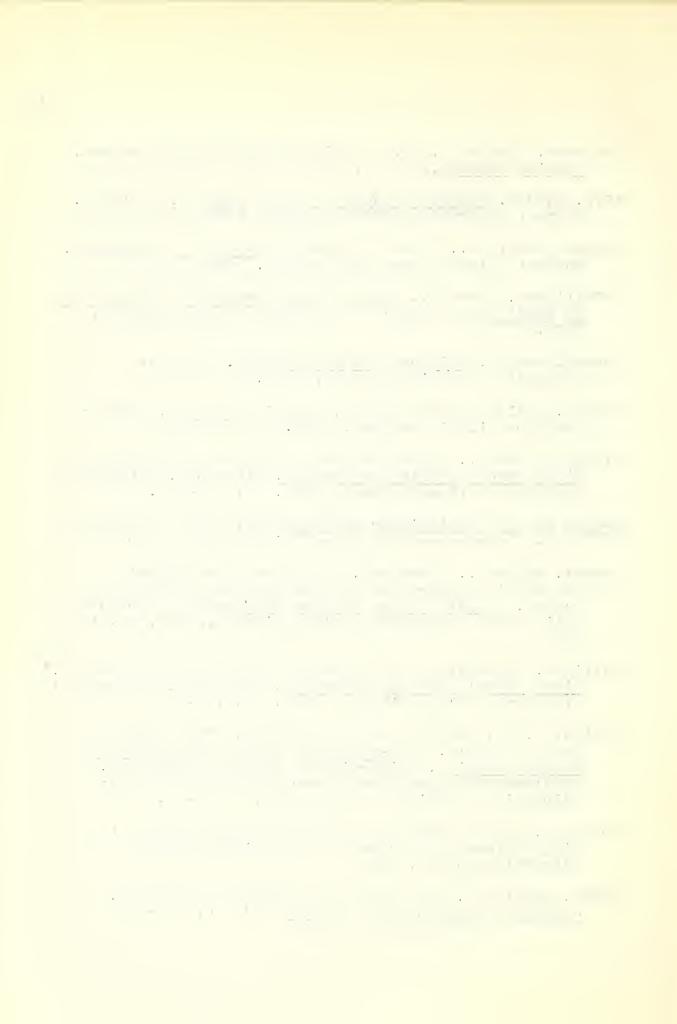


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APPENDIX

REFERDIX

NEWTON HIGH SCHOOL READING

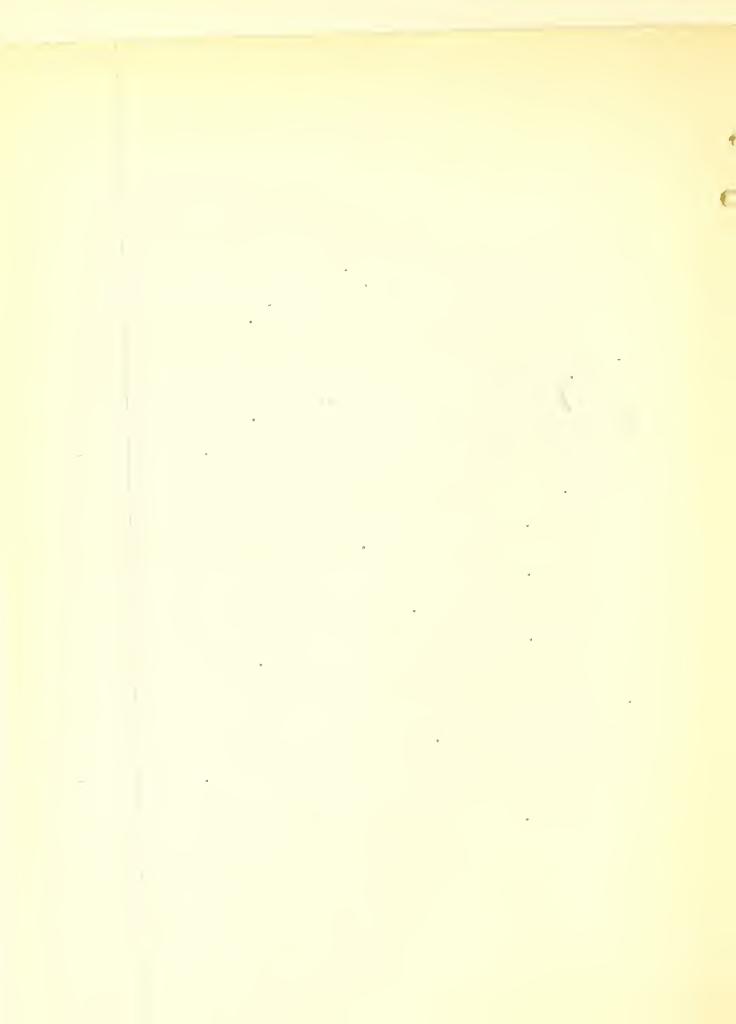
English 113

February 18, 1948 Grade X

Directions

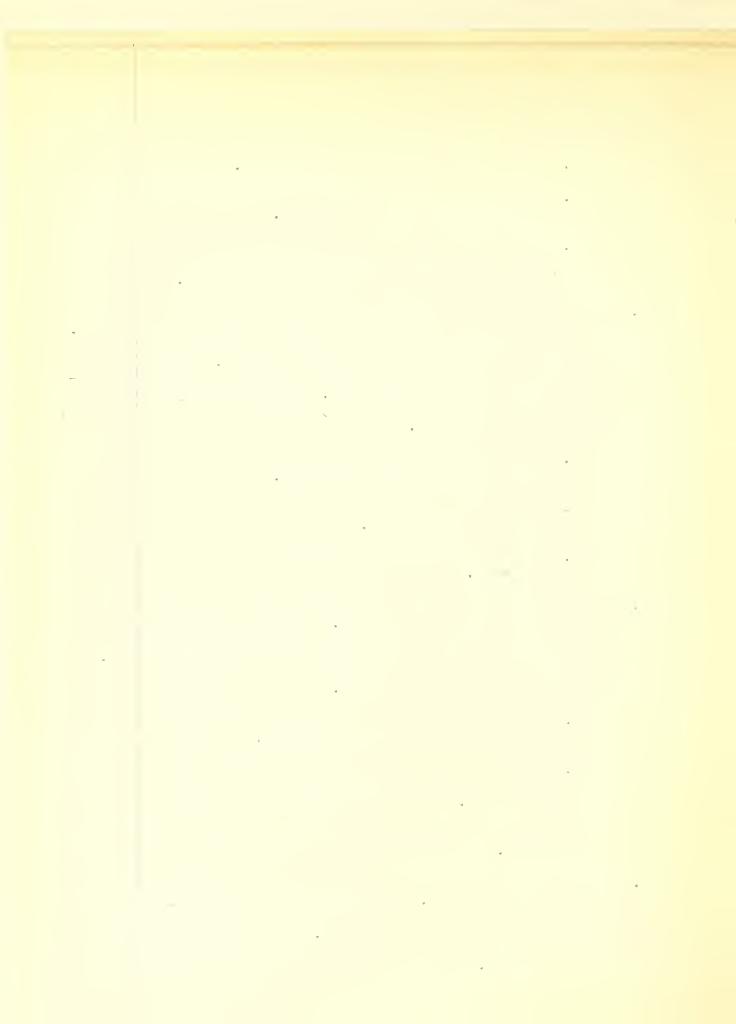
Read each paragraph carefully. Following each paragraph is a set of three sentences. Select the one which best states the main idea of the paragraph. Write the letter of your selection on the paper provided.

- 1. France is located at the crossroads of Western Europe. It is largely protected by natural boundaries, except along the Belgian border, where the coastal plain offers an easy path for invading armies. France has been essentially an agricultural country, but in recent times large-scale manufacturing has been developed. A large percentage of French exports are luxury items and "Made in France" has become to be a mark of quality and fine work-manship.*
 - A. France is at the crossroads of Western Europe.
 - B. France is essentially an agricultural country with many manufacturing interests.
 - C. France is an important manufacturing country of Western Europe.
- 2. The writing of any people divides itself into two classes, known as primitive or folklore literature and the literature of culture. The first consists of the songs and legends mostly of great age and by unknown authors, produced by the forces of nationality and civilization. The literature of culture is that writing which is produced in leisure and peace and which gives an ideal, rather than a practical view of life.*



2 (Continued)

- A. There are two classes of writing.
- B. Folklore and classical literature are the two types of writing.
- C. People's writing may be classified as primitive (songs and legends) or cultural (giving an ideal view of life.)
- 3. Most mothers must rely on the family doctor who provides three-fourths of all the care of American children. These doctors tend to settle in the cities where they are more certain of making a satisfactory living. Many times the family doctor is unable to understand the diseases of child-hood and therefore the child dies. Consequently, there should be more good doctors in the world, especially in the country, to care for our children.
 - A. Our children, particularly in the country, need more and better doctors.
 - B. There are more doctors in the city than in the country.
 - C. Doctors should know about children's diseases.
- 4. Firemen in Mebane, North Carolina, play a kind of "water polo" in their spare time. Each team has a fire hose, and with powerful streams of water, attempts to force an empty oil drum across the opponent's goal line. Knowing where to aim the water pressure for the best results is one of the game's fine points.
 - A. Firemen have their own version of water polo in Mebane, Carolina.
 - B. The object of this game is to force the oil drum over the opponent's goal line.
 - C. This form of water polo takes special skill.
- 5. There is no chance of burning fingers on boiled eggs when egg tongs are used. Made of stainproof metal, these tongs hold the egg from the time it is taken out of the water until the shell is discarded. Rolling the egg on the table top while still in the tongs, breaks the shell neatly around the middle. The egg halves are then separated and



5. (continued).

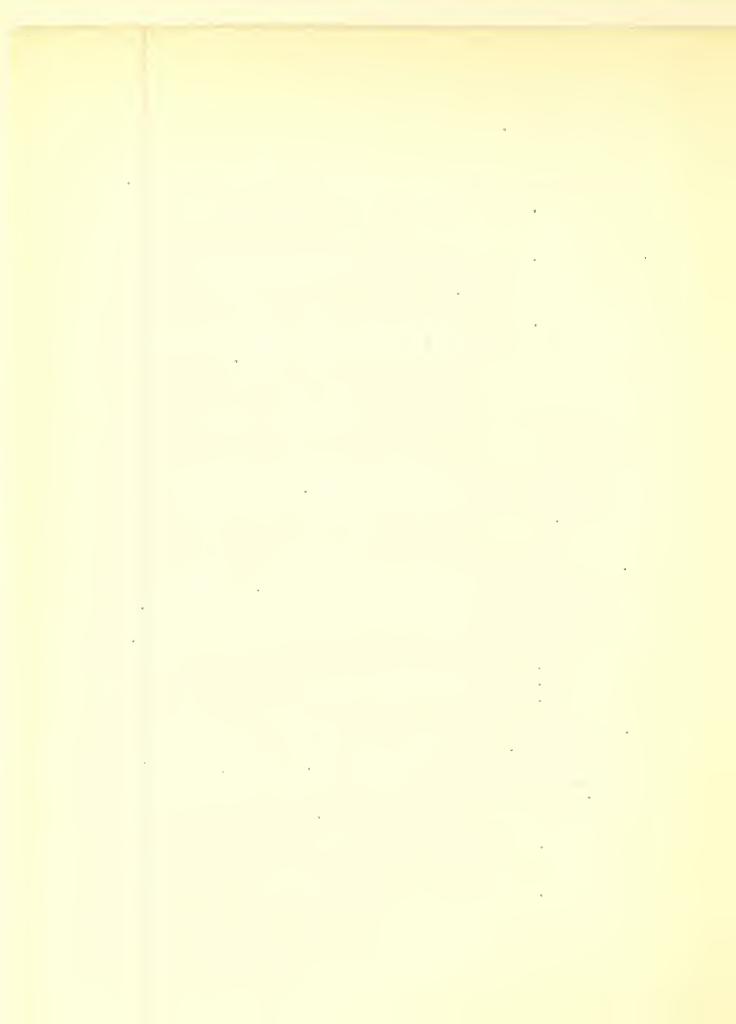
the cooked portion of the egg removed from the shell.

- A. Egg tongs save the fingers from possible burns.
- B. Eggs must be rolled on the table if they are to be broken while using the tongs.
- C. Egg tongs protect the fingers from pot to plate, because they enable the user to place the egg on the table;

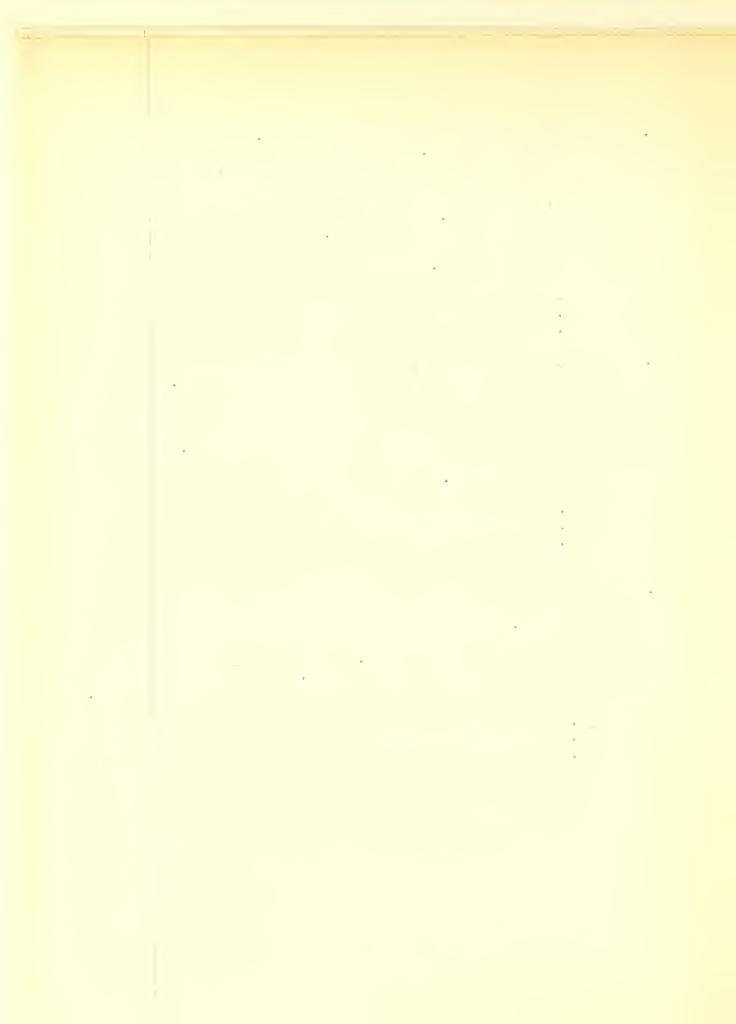
Diractions

After each of the following paragraphs are three suggested titles for the paragraph. Select the best title and indicate its letter on the paper provided.

- l. France has over four thousand miles of rivers and over three thousand miles of canals. Together these give France a network of water transportation. The long, heavily-laden canal boats being slowly drawn from lock to lock are a common sight in France.
 - A. Locks in France
 - B. Canal Boats in France
 - C. Rivers and Canals in France
- 2. During the early years of Rome, the people lived s simple life. They tilled their farms outside the city walls and built up their city. When Rome was in danger, the farmers left their work to protect their homes. As soon as their army was victorious, the Roman citizens returned to their fields.
 - A. The Early Roman Farmers
 - B. The Romans Fought When They Were in Danger
 - C. Simple Life of Early Romans



- 3. Edgar Allan Poe's parents were actors. His beautiful and talented mother, Mrs. Elizabeth Arnold Poe, who was born in England, came from a family of actors. His father, David Poe, a resident of Baltimore, who had been trained as a lawyer, offended his family by marrying an actress and going on the stage. Edgar Allan was born in Boston, Massachusetts, on January 19, 1809. He was the second of three children, having an older brother William and a younger sister, Rosalie.
 - A. Life of Edgar Allan Poe
 - B. Parentage of Edgar Allan Poe
 - C. Birth of Edgar Allan Poe
- 4. Andrew, the lucky dog, led such a luxurious life that you might have thought he was the king in disguise. He slept on a pillow in his mistress's room; he went by car to the hairdresser's twice a week to be shampooed; he had cream for every meal and sometimes he had oysters; and he possessed four overcoats with checks and stripes in different colors. Andrew's ordinary days were filled with the kind of things most people have only on birthdays.
 - A. Andrew, the Spoiled Dog
 - B. Birthdays of Andrew
 - C. Life of a Dog
- 5. A mule deer buck with a forty-seven and seveneighths inch spread was killed in the Kaibole National
 Forest, Arizona. This figure exceeds by three-eighths of
 an inch the greatest spread of any mule-head whose measurements appear in the record book. The hunter, however, will
 never see his name in the record book. He was killed within
 a mile of his success by a one hundred and fifty pound lion.
 - A. A Hunter's Revenge
 - B. A Death for a Death
 - C. A Hunter is Killed While Shooting a Deer



A. Reading a paragraph to find the answer to a specific question.

Pages 34-36

1.

- 1. 33 shins
- 2. His parachute caught on the plane and it was necessary to amoutate his arm to free him.
- 3. 30 pounds
- 4. Snowplowing and turning
- 5. Water
- B. Answering questions on the content of paragraphs

Page 37

1.

- A. Baldwin Locomotive Works and Westinghouse Electric Corporation.
- B. The Chesapeake makes 80 per cent of its revenue hauling for coal companies.
- C. Coal and water produce steam to generate electricity which runs the motors for the locomotive.
- D. It is steadier, starts easier, and makes the ungrade climbs more efficiently.
- E. 154 feet.

Page 38

2.

- A. There are many public beaches along the 1420 miles of shore.
- B. Twenty-foot waves wash into channels and create terrible undertows.
- C. 10,000 men.



- B. Answering questions on the content of paragraphs (Continued)
 - D. They receive no pay, but pay for the privilege of belonging to the organization.
 - E. There is no reward.

Page 39

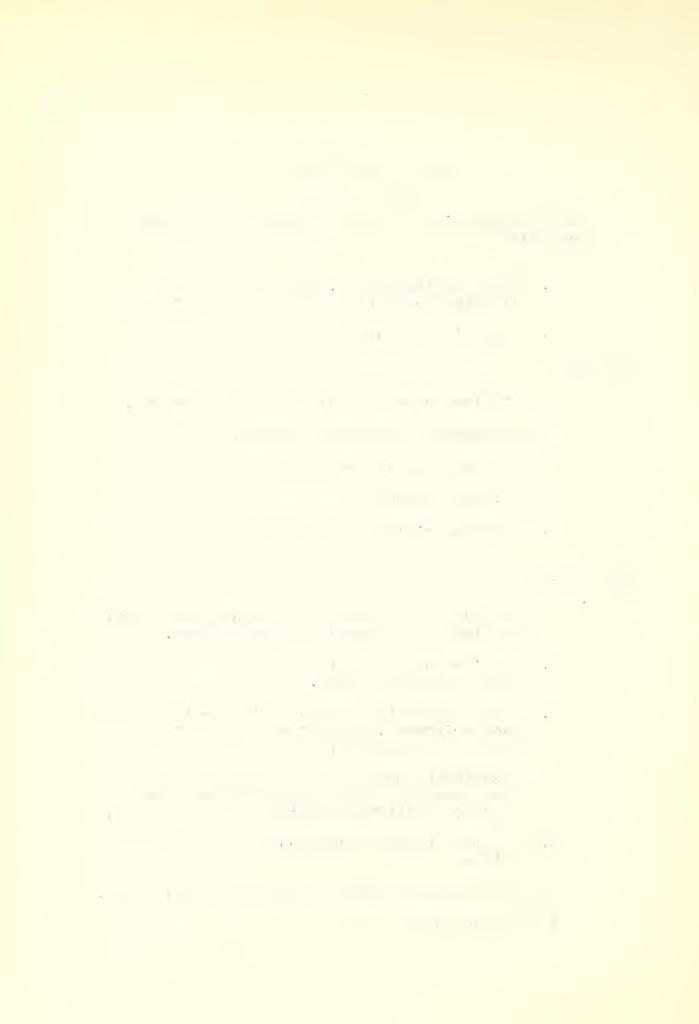
3.

- A. Millions of seeds fall on their property.
- B. One hundred and seventy seeds.
- C. The buoyancy of the floss.
- D. Dr. Boris Berkman
- E. Stuffing villows and bedclothes.

Pages 40-41

4. .

- A. He makes many items from the driftwood which he finds on the beach and sells them.
- B. He tired of the smell of the oil and the taste of the red dust.
- C. After decorating his home with articles made from driftwood, his friends urged him to market his products.
- D. A curiosity bound in what appeared to be aged parchment with an old fish net and piece of driftwood attached to the binding.
- E. He wore sneakers, corduroys and a scarlet shirt.
- F. They agreed to buy as much as he could make.
- G. Oregon Coast.



- B. Answering questions on the content of paragraphs (Continued)
 - H. It is seasoned and saturated by the sea's brine and then left in the sunshine.
 - I. It bleaches the driftwood.
 - J. Driftwood ice buckets, boat oars, garden gates, lighting fixtures, salad bowls, lamps, bar fronts, jewel boxes, starfish, tables and chairs.

Pages 42-44

5.

- A. Recentionist at the United States Consulate in Frankfort.
- B. He did not have enough money to continue lessons.
- C. Friends.
- D. Blacksmith.
- E. Toledo Conservatory of Music.
- F. Five languages.
- G. He toured France. Italy, Belgium, Austria, Hungary, Rumania and Germany.
- H. He is quiet and charming and knows how to handle people besides being able to speak their language.
- I. Western Germany.
- J. He answers questions and gives information.



- A. Selecting Key Sentences on pages 46-48
- I. The blood tells many stories about the health of the body.
- II. The Chinese are a people who permit no food to go to waste.
- III. Mica glitters like gold and it has fooled many people.
- IV. Large trees from little acorns grow.
- V. The subject of his talk concerned safe holiday celebrating.
- VI. This was the famous wagon train.
- VII. Sponge-diving is especially risky.
- VIII. A Yankee sea captain brought the first bunch of bananas to Boston as a curiosity.
- IX. Another warship was launched.
- X. Picture to yourself how different everything must have appeared many years ago.

- B. Identifying the main ideas on pages 49-54
 - 1. B
 - 2. C
 - 3. A
 - 4. A
 - 5. A
 - 6. B
 - 7. A
 - 8. A
 - 9. B
 - 10. C



C. Matching main ideas and paragraphs on pages 55-67

	Pages 55-56		Pages		56-58 Pa		Pages	ages 59-60	
l.	Α.	II	2.	Α.	IV	3.	Α.	III	
	В.	IV		В.	II		В.	V	
	С.	V		С.	VI		C.	I	
	D.	I		D.	III		D.	VI	
	E.	III		E.	I		E.	IV	
				F.	V		F.	II	

	Page	s 60-63		Page	s 63-67
4.	Α.	IV	5.	Α.	IV
	B.	I		В.	VI
	C.	VII		С.	I
	D.	VI		D.	III
	E.	II		Ε.	VII
	F.	V		F.	V
	G.	III		G.	II
				н.	VIII

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- D. Choosing appropriate titles on pages 68-71
 - 1. C
 - 2. C
 - 3. B
 - 4. A
 - 5. B
 - 6. C
 - 7. A
 - 8. A
 - 9. C
 - 10. A

E. Completing outlines

Page 72

- 1. I. Purpose of the Currency Redemption Division
 - II. Refunds sent to thousands

Pages 73-74

- 2. I. Birth of Simon Bolivar
 - II. Sacrifices because of oath
 - III. Energy to overcome all impossibilities

Pages 74-75

- 3. I. Excellent skiing on Mt. Hood
 - II. Conveniences available
 - III. Fun for young and old
 - IV. Million dollar lodge

Pages 76-78

- 4. I. Householder's all-clear signals to burglars
 - II. Their assistance to burglars
 - III. Two reasons for increase in crime since the war
 - IV. Difficulty in capturing and prosecuting

E. Completing outlines

Pages 78-79

- 5. I. Many clocks in a broadcasting studio
 - II. Directors' signals time programs



- A. Choosing Important Subordinate Ideas on pages 81-87
 - I. A
 - 2. B
 - 3. B
 - 4. C
 - 5. A
 - 6. A
 - 7. B
 - 8. A
 - 9. B
 - 10. C



B. Matching subordinate ideas and paragraphs

	Page	s 88-89	Pa	ges	89-90	Pa	ages	90-93
1.	Α.	-II	2.	Α.	-I	3.	Α.	-III
	В.	-III		В.	-III		В.	-VII
	С.	-I		С.	-II		С.	- V
	D.	-II		D.	-I		D.	-VIII
	E.	-I		E.	-III		E.	-I
				F.	-IV		F.	-VII
							G.	-IV
							н.	-II
							I.	-VI
							т	_ T37

Pages 93-95 Pages 95-97 4. A. -III 5. A. -IV B. -V B. -II C. -IV C. -VII D. -V D. -I E. -II E. -III F. -VI F. -I G. -IV G. -VI

H. -VIII

H. -II



C. Completing outlines

Pages 98-100

1. I. A. In climate B. In crops In surface features II. A. Moderate climate B. Four seasons Produce wheat, corn, rye, apples, grapes, pears, potatoes, cabbages, and lettuce III. A. Hot climate B. Two seasons: wet and dry C. Produce sugar, cotton, coffee, bananas, dates, olives, yams, and cocoanuts IV. A. Cold climate Two seasons: day and night C. Surface covered with ice and snow Little obtained except for furs, whale products and lumber V. A. Healthful change of climate B. Many products developed C. People do their best work

Pages 100-101

- A. One handsome but fiery
 B. Second wise but proud
 C. Third merely kind
 - A. Sets a task
 B. Year to finish

. . .

C. Completing outlines

- <u>III</u>, -----
 - A. One gave money to many
 - B. Second printed many books
 - C. Third taught children love and kindness
- IV.
 - A. Money disappears quickly
 - B. Book writing soon forgotten
 - C. Love and kindness live forever

Pages 102-103

- 3. I. ---------
 - A. Buffalo
 - B. Deer
 - C. Beaver
 - III. 4
 - A. National parks established
 - B. Hunting licenses required
 - C. Hunting seasons established
 - D. Number of animals killed limited
 - E. Game wardens appointed
 - III.
 - A. Children taught value of animals
 - B. Government booklets on animal saving
 - C. Museums prepare films and magazines

Pages 103-105

- - A. Salt distilled from brine wells hundred years ago
 - B. Oil mixed with salt
 - C. Little use for oil except in medicines or as unsatisfactory light
 - D. Today salt and oil found together, but oil more valuable

and the same

C. Completing outlines

- II.
 - A. Disposal of gasoline once a problem
 - B. Gasoline dumped on ground or into rivers caused fires
 - C. Laws passed forbidding dumping of gasoline
 - D. Now gasoline a valuable product.
- III.
 - A. Russian government used it for a small coin
 - B. People often fooled into buying gold bricks with platinum inside
 - C. Valuable when found to resist corrosion
 - D. Now more valuable than gold

Pages 105-107

- 5. I.
 - A. Obtained from plastic materials
 - B. Added directly to the pulp
 - _____
 - A. Will get wet but will resist breaking
 - B. Proof in the Niagara experiment
 - III. -----
 - A. Weight of paper needed, reduced
 - B. One sheet does the work of two or three
 - C. Invaluable as garbage liners
 - IV.
 - A. Material cost fifty dollars
 - B. No framework required
 - C. House stood two years' exposure
 - - A. Discarding of previous notions
 - B. Uses of paper extended



A. Choosing the best precis

Pages 109-113

- 1. C
- 2. B
- 3. A
- 4. C
- 5. B



- B. Composing precis on pages 114-115
 - 1. Although it is still underpopulated, aviation has helped since 1940 to increase the number of inhabitants in Alaska.
 - 2. Governor Gruening says that credit for his feat in visiting every Alaskan settlement is due to the industry and ability of Alaskan bush pilots.
 - 3. The Indians were ingenious in their keeness for determining the habitats of animals and fish and distinguishing between poisonous and non-poisonous fruits and berries.
 - 4. Lake Placid, in the Adirondacks, is synonymous with winter sports to everyone interested in sports. It is the mecca of thousands from about Christmas to February twenty-second.
 - 5. Everything worth-while is attained only by hard work. An existence without labor is unhappy and deserves condemnation. A community must have vigorous, healthy citizens, trained from youth to do a good day's work; the man providing and enduring; and the woman helping, advising, and rearing healthy children.



Test on pages 116-117

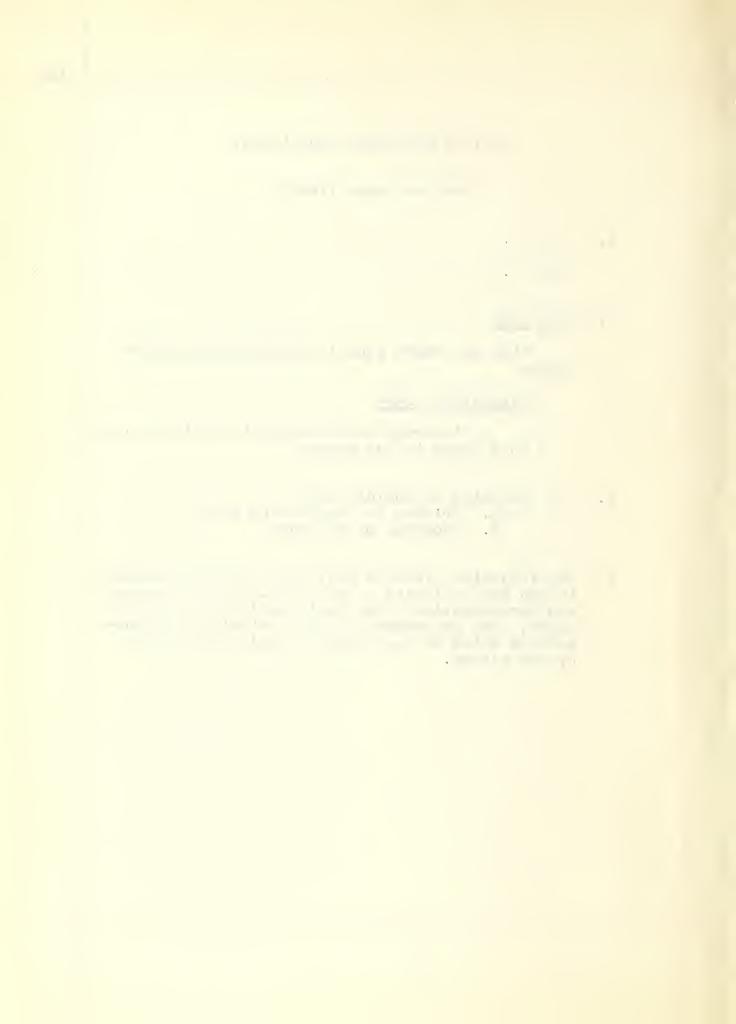
- 1. I. C.
 - II. A.
- 2. Main Idea

Fish eat where food is abundant and easy to obtain.

Subordinate Idea

A fisherman should use bait similar to the food found in the stream.

- 3. I. Building of Boulder Dam
 - A. Tribute to engineering skill
 - B. Progress of the work
- 4. The Virginian planters could give us many lessons in the art of living a full life. Their industry and determination, plus their desire for law and order, have bequeathed us many principles of government which we have used to decide the course of our nation.





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